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ABSTRACT

The Leadership for Collaboration training symposium, held on October 18 and 19, 1993, was intended to provide team-building, leadership, and collaborative skills to those involved and interested in the care and education of young children in the Southeastern United States. Sponsored by the SouthEastern Regional Vision for Education (SERVE), the 2-day program included 6 workshop modules, materials which form the bulk of this participant's workbook. Module 1 introduces the program, outlines its goals, and discusses the necessity for collaboration in education. Module 2 focuses on teamwork and the steps necessary for successful collaboration, while module 3 examines teamwork at the community level, pointing out barriers to and strategies for successful collaboration. Module 4 focuses on action planning, interagency cooperation, and the development of partnership agreements, while module 5 addresses the implementation of such plans. Module 6 focuses on the development of a proactive, collaborative culture and the leveraging of the networking capacity of members. Ten appendixes provide copies of module training activities, mission statements, needs assessments, action plans, partnership agreements, and evaluations. Copies of various overhead projections used throughout the training sessions are also provided. A final section contains a work in progress entitled "Continuity in Early Childhood: Elements and Indicators of Home, School, and Community Linkages." (MDM)

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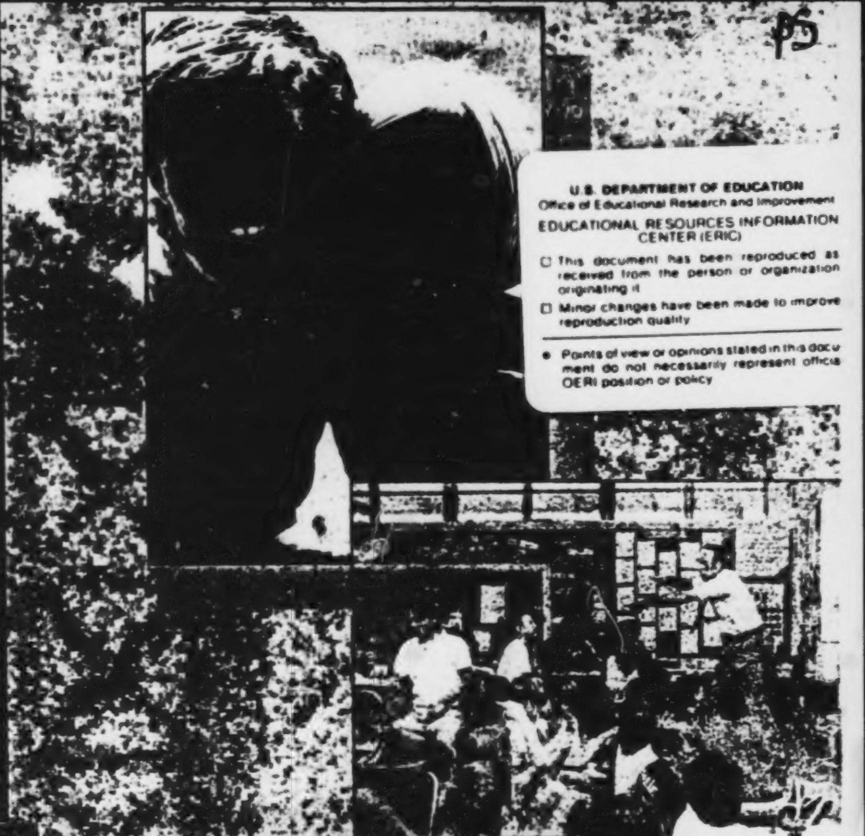
LEADERSHIP FOR COLLABORATION
A Training Program

A SERVEing Young Children Project



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Leadership for Collaboration

Participant's Workbook

January 1994

A project of

SERVE
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Affiliated with the

School of Education
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Acknowledgments

Over the past three years, the SERVE (SouthEastern Regional Vision for Education) laboratory has worked with educators, caregivers, policymakers, health care workers, parents, and others interested or involved in the care and education of young children to improve continuity from preschool to early elementary school.

The people with whom we have worked have expressed a desire to work together in new and better ways to improve service delivery, but have sometimes been uncertain about how to proceed. They have asked questions like "How do we get started?", "Who are the people with whom we should be working, and how do we get them all involved?", "What about our different funding streams?", and "What will happen with the services we are providing now?" These questions and others, combined with an increasing need to share resources in times of fiscal, personnel, and programmatic cutbacks, led us to develop a process that could be easily used to provide leadership and a framework for collaboration. Through this training, individuals and organizations that serve young children will come together to develop a team approach to service delivery.

We thank those dedicated early childhood professionals who inspired us and worked with us to develop this training. Working together has provided us with an opportunity to not only train others about collaboration, but to experience it ourselves. We all agree that collaboration is hard work, but IT IS WORTH IT!!!

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Training Program Overview

- **Program Purpose**
- **Program Objectives**
- **Who Should Participate?**
- **Workshop Participants' Roles**
- **Ground Rules**
- **Program Agenda**

Training Program Overview

Program Purpose:

The purpose of this training is to provide team-building, leadership, and collaboration skills to those involved and interested in the care and education of young children. Participants might include families, teachers, principals, child-care center directors, and other educational leaders. The training offers opportunities for working in teams, developing skills that facilitate working relationships, and utilizing collaborative processes. The training program will provide information about the importance of collaboration and give samples of several effective models. The workshop consists of individual and group activities and worksheets as well as exercises designed to help teams of people learn to work together more effectively.

Program Objectives:

At the end of this workshop, participants will understand the need for effective collaborative relationships and have increased skills for

1. Understanding what collaboration is and why it is important
2. Identifying a process for establishing collaborative relationships
3. Setting up and conducting collaboratives
4. Identifying appropriate team members and their roles and responsibilities
5. Utilizing individual team members' talents and contributions effectively
6. Developing effective action plans
7. Ensuring successful implementation and evaluation of teams' collaborative efforts
8. Aligning collective resources to maximize their impact
9. Identifying barriers to collaboration and strategies for overcoming them

Who Should Participate?

Building collaborative relationships to ensure continuity for young children and their families is becoming increasingly important. Early childhood educators and care providers cannot "do it all alone" and hope to meet the wide range of children's needs. This training program, *Leadership for Collaboration,* is for people who are interested in serving the whole child—the child who, like all other children, has social, emotional, and medical needs as well as educational needs. The skills that participants will gain through this training will help facilitate positive, collaborative relationships among people who serve young children. It will help individuals and teams learn to work together to provide continuity for children moving from one care/education setting to another.

The training program is designed for delivery to teams of people who reflect all levels of responsibility within their organizations. It is recommended that the teams to receive training have at least three members and represent the communities they serve. Teams could be, but are not limited to, the following:

School-Based Team: district-level early childhood administrator, elementary school principal, kindergarten teacher, director and/or teacher from feeder preschool, community business leader, and a parent.

District-Level Team: school superintendent, district early childhood administrator, district-level health and human services director, Head Start coordinator, child-care licensing board director, a teacher, a parent, and a local chamber of commerce representative.

Community-Level Team: private preschools, the local Head Start program, local school boards, regional transit authorities, teacher organizations, local community colleges or universities, associations for retarded citizens, parent groups, and business organizations.

State-Level Team: state early childhood coordinator, regional Head Start director, health and human services director, Chapter I director, state chamber of commerce representative, a teacher, a parent, and a coordinator of an exceptional education program.

Workshop Participants' Roles:

During the workshop, participants will rotate through a variety of roles.

Facilitator:

The functions of the facilitator are to

- guide the participants through the workshop materials and activities
- lead and encourage discussions and group interactions
- assist participants in assimilating information
- keep the workshop on task and on time
- coach participants in mastery of workshop materials

Participant:

The functions of the participant are to

- actively engage in the process of the workshop
- share perceptions and knowledge with the group
- give feedback on materials, activities, and learning

Recorder:

The functions of the recorder are to

- assist the group by documenting and charting the participants' perceptions and interchange of ideas and knowledge
- assist the workshop leader

Small-Group Leader:

The functions of the small-group leader are to

- facilitate small-group work and practice sessions
- promote successful collaborative results/outcomes for breakout groups

Critical Observer:

The functions of the critical observer are to

- observe, take notes, and/or give feedback to groups or individuals

Ground Rules:

What participant behaviors do you think would help to ensure a successful workshop?

Program Agenda

DAY ONE	**8:30 A.M. - 4:30 P.M.**

8:30-9:30 a.m.
Welcome and Introductions

9:30a.m.-12:00 noon
Overview and Module I

12:00 noon - 1:00 p.m.
LUNCH

1:00 p.m. - 4:30 p.m.
Modules II and III

DAY TWO	**8:30 A.M.-12:30 P.M.**

8:30 a.m. - 9:00 a.m.
Warm-Up

9:00 a.m. - 12:00 noon
Modules IV, V, and VI

12:00 noon - 12:30 p.m.
Closing Celebration

Reflect and Write . . .

Module 1: Program Introduction

- **Purpose**
- **Objectives**
- **Things to Consider**
- **Glossary of Terms**
- **Setting the Stage for Collaboration**
    - ***Why is Collaboration Necessary?***
    - ***Eight Elements of Continuity***
    - ***What is Collaboration?***
    - ***Critical Features of Interagency Organizations***
- **Framework for Success**
    - ***Realizing the Vision: A Five-Stage Process***
    - ***The Collaborative Model***

Module I: Program Introduction

Purpose:

To define interagency collaboration and understand that it is a process for change.

Objectives:

1. Clarify terminology and broaden knowledge of frequently used words
2. Clarify the meaning of interagency collaboration and learn how it differs from cooperation and coordination
3. Identify the defining features of three inter-organizational arrangements
4. Understand the change process

Things to Consider:

- Do the benefits of collaboration outweigh its costs?
- Is there a history of communication and cooperation and a foundation of trust among the various community groups and organizations the collaborative will involve?
- Is each of the potential partner institutions stable enough to withstand the changes that integrating services would introduce?
- Do all of the key players have the financial and staff leeway to commit resources to collaborative activities, or are they overextended in their day-to-day operations?
- Are partners willing to explore ways for key players to participate, such as grassroots organizations operating on shoestring budgets ?

(Melaville, Blank, & Asayesh, 1993)

Glossary of Terms:

This glossary provides definitions for words as they are being used for the purpose of the training in *Leadership for Collaboration.*

Catalyst—"a person . . . acting as the stimulus in bringing about or hastening" change. A person who is crucial to the art of collaboration (Guralnik, 1982, p. 4).

Collaborative—a group of individuals or organizations "commit[ted] to working together on a specific problem. [The group] is united to achieve common goals which cannot be achieved by each [individual or single] organization working alone" (Kadel, 1992, p. 5).

A word used to describe the way in which a team, partnership, or organization conducts its work.

Continuity—a state or quality of connection or continuous flow that creates a coherent whole (Guralnik, 1982). For the purposes of this training, the term refers to continuity or programs and services for children and families.

Cooperative—a group of people who start informally and agree to help one another, without losing autonomy, sharing resources or leadership, and without making any changes in the basic services that they provide or in their established operating procedures (Kadel, 1992, p. 6).

Coordinate—to work on a specific task or program by agreeing on a goal and sharing resources. The relationship is usually limited in scope and duration (Kadel, 1992, p. 6).

Empowerment—a state of holding power and authority; the act of enabling (Guralnik, 1982).

Formative evaluation—evaluation typically conducted during the development or improvement of a program or product. This type of evaluation is often conducted more than once for the in-house staffs use and with the intent to make improvements (*The Evaluation Thesaurus*, 1991, pp. 168-9).

Linkages—a series or system of links (Guralnik, 1982). For the purposes of this training, "linkages" refers to links between or among stages, services, programs, or agencies.

Mission—the purpose or organizational statement specifying the collaborative's role in realizing its vision.

Needs assessment—the act of assessing individual, group, or community needs based on established goals. Needs assessment involves determining what is desired and what is available.

Roles—determining the way in which a person will work as part of a group or team; setting parameters and determining activities and responsibilities assigned or ascribed to an individual.

Stakeholder—one who has substantial credibility, power, futures, or other capital invested in the program and can be held, to some degree, at risk with it (*The Evaluation Thesaurus*, 1991, p. 334).

Summative evaluation—evaluation conducted after completion of programs for the benefit of some external audience or decision maker (*The Evaluation Thesaurus*, 1991, p. 340).

Team Functions—the common activities and outcomes produced by a group similar to individuals' roles but regarding the activities and/or responsibilities of a group.

Transition—linkages that create a continuum of programs and services for children and families as they move from one education/care setting to another.

Vision—the collaborative's clear picture of what it hopes to create (Melaville, Blank & Asayesh, 1991, p. 43), or "blueprint for a desired state" (Fleming & Kilcher).

Reading

THE PROBLEM: A FAMILY AT RISK

The click of the deadbolt on the front door reminded Tom that he was now alone. He knew that his mother's job at the nursing home would keep her away until dark and, for now, he was grateful for the solitude. Another fight had erupted in the early morning hours when Ed, his 17-year old-brother, came home drunk again. Ed hadn't been going to school all semester, though his mother only found out when the school sent a notice that he had been expelled for truancy. "How was I supposed to know what was going on in school?" she said. Didn't she have enough to do making sure they had a roof over their heads? Angry and disappointed, Ms. Wagner told Ed that if he wouldn't go to school, he had to get a job. He was sure he could find something better, but finally settled for a fast-food job.

School was a touchy subject with Ms. Wagner these days. At work, she was told she would be promoted from a nurse's aide to a medicine aide if she passed a course at the community college. She wanted the promotion, but she'd only finished the 10th grade, and her reading and writing skills were so rusty she was afraid to try college-level work. She felt locked in a corner and worried that Alice, Tom's older sister, was heading toward the same dead-end.

When Alice got pregnant, she missed a lot of school and felt as though her teachers treated her differently. Finally, she dropped out. Alice knew she should see a doctor, but she dreaded going to the health clinic alone. Her mother took a day off from work—without pay—so she could help Alice get to the clinic and to the welfare department to sign up for assistance when the baby came.

At the health clinic, Alice wanted to ask the nurse some questions, but she decided not to; everyone seemed in a hurry and annoyed that she had waited so long to come in. At the welfare department, she repeated the information she had given at the health clinic. Mrs. Smith, the intake caseworker, gave Alice the name of an employment and training program in case she wanted to earn a high school equivalency diploma or get a job, though she doubted that Alice would pursue the lead.

When Brandon, Alice's son, was born, he weighed less than three pounds. The doctors said he would probably have ongoing problems. He cried easily and was difficult to soothe; Alice seldom wanted to hold him. Ms. Wagner decided to cut back to part-time work to help Alice manage. She would lose her health insurance and some bills would go unpaid, but what else could she do?

Several months later, a space opened up in the subsidized infant care center a church member had told them about. Soon after, Alice enrolled in the employment and training program she had been referred to. Ms. Wagner, whose job at the nursing home was no longer available, went back to doing day work. Alice loved her high school equivalency and data processing classes, but on Wednesday afternoons her class schedule made it impossible to get to the day-care center before it closed. Alice tried to explain her predicament to the child care staff but the late pick-up charges kept adding up. Finally the center said she couldn't bring Brandon anymore. The director said they wanted to be flexible but the center had its rules. Alice missed nearly two weeks of class trying to find a babysitter, but no one wanted to watch an infant baby who needed so much attention. Eventually, Alice's place in the employment and training program was given to someone else. For months, she seemed angry with everyone, especially Brandon.

On the way to school, Tom thought about how he used to enjoy math. He wondered how it had gotten so complicated; now he was failing and dreaded being called on in class. After one particularly humiliating episode, Tom blurted out his school troubles to Hal, a recreational aide at the community center. Hal said Tom should just do his best. Deep down, though, Tom wasn't sure his best was good enough. Remembering the uncompleted homework problems stuffed into his knapsack, Tom winced at the thought of another lecture from Ms. Shaw, his math teacher.

Later that morning, Ms. Shaw corrected papers as her class did seat work. The results of yesterday's pop quiz looked as though Tom still hadn't mastered the mechanics of dividing fractions. Didn't he know that it was only going to get harder? She sighed, suspecting that he didn't get much reinforcement at home. The mother never came to school and hadn't made a peep when her older son dropped out. Someone said they thought there was a girl in the family, too. As she looked at Tom, in the same clothes he'd worn yesterday and struggling to stifle a yawn, Ms. Shaw wondered what she could do. Well, if he continues to do poorly and fails the class, she reasoned, at least he'll get some special help. Abruptly, the sound of the class buzzer ended her reverie, and she turned her attention to the stack of papers still left to correct.

(Melaville & Blank, 1991)

Activity 1

The Wagner Family

How could this family be served better?

How would you begin to organize and motivate those delivery services?

Setting the Stage for Collaboration

Why is Collaboration Necessary?

The problems children face are many and complex. In addressing these problems, consideration is rarely given to how they relate to one another, to the problems of other family members, or to the inherent limitations of the service delivery system which is meant to help children and their families. The vignette about the Wagner family on pages 14-15 demonstrates the "related" nature of a family's problems as well as the difficulties families face when seeking solutions from a system which delivers services in an uncoordinated manner. A brief look at the realities of our society supports the call for an effective approach to "breaking the cycle of disadvantage" (Schorr, 1988):

- In the 1980s, the number of single-parent families in the U.S. increased by 50 percent. In 1989, 15.3 million children lived with only one parent; another 1.9 million lived in foster or adoptive homes or with relatives.
- The average income for a two-parent household in 1989 was $32,206. The average income for a female-headed, one-parent household was $11,299.
- More than one child in five is poor; 40 percent of those living in poverty are children.
- Twice as many people need low-income housing as there are housing units available.
- Fifty percent of the homeless are families; homeless children are much more likely to have health and developmental problems.
- Thirty-seven million Americans have no health insurance; twelve million of these are children.
- One-fourth of all pregnant women get no care during the first three months of pregnancy; without this care, the mother is three to six times more likely to have a low birthweight baby—a baby less likely to survive and more likely to have developmental delays, learning disabilities, and health problems.
- Forty percent of American adults are functionally illiterate.
- Eighty-two percent of America's prisoners are high school dropouts (Hodgkinson, 1989; Kozol, 1985; Papagiannis & Curry, 1989).

Family structure, housing, health care, educational achievement, income, social behavior, and future opportunities cannot each be addressed in isolation. The interrelation among these and other factors reinforces the need for human service agencies to address family problems in a collaborative, comprehensive manner. In this document, "human service agencies" includes schools, medical services, mental health agencies, juvenile justice services, social services ranging from welfare and employment assistance to child care and family counseling, community education agencies, and other family-serving organizations that might become involved in collaborative efforts to improve the lives of children and families.

The problems of families at risk are compounded by problems in the current system of service delivery. Most communities are served by fragmented systems with a crisis-oriented approach. For instance, in California, 160 programs that serve children and youth are overseen by 37 different offices located in 7 different state departments (Cohen, 1989). Agencies recognize that the problems facing families at risk are too many and too complex for one agency to handle and often feel overwhelmed when trying to provide services that are not traditionally their responsibility. For example, a recent survey conducted by the Institute for Educational Leadership found that teachers would rather spend resources on additional professional staff to help with students' social and personal problems than on additional teachers to reduce class size (*New Partnerships,* 1989). Agency personnel are also beginning to realize that the goals and expectations of new educational accountability standards cannot be met without help from other human service providers (Cohen, 1989).

Due to these factors, service agencies, professional organizations, and policymakers are looking to collaboration and integrated services as an *efficient* approach for addressing systemic problems and an *effective* approach in empowering at-risk families to improve their lives. Evaluation results support these expectations: a study of 72 early care and education collaborative projects nationwide concluded that these projects are successful and improve the delivery and quality of children's services, increase the level of parent education, and enhance professional development of providers (Kagan, Rivera & Parker, 1990).

Eight Elements of Continuity

Continuity is enhanced through

1. **developmentally appropriate and culturally sensitive curriculum, instruction, and assessment** across all those providing care and education to children from birth through age eight.
2. ongoing **communication and collaboration** among all adults responsible for the care and education of children from birth through age eight.
3. a continuum of **comprehensive, integrated services** to children from birth through age eight and to their families.
4. **a systematic process of program evaluation and improvement** involving all those providing care and education to children from birth through age eight.
5. **shared leadership and responsibility for decision making** by all family, school, and community partners involved in the care and education of children from birth through age eight.
6. a systematic and coordinated approach to **personal and professional development** for all those providing care and education to children from birth through age eight.
7. the expression of **sensitivity to home culture and home language** by all those providing care and education to children from birth through age eight.
8. **education, empowerment, and involvement of families** of children from birth through age eight.

See Appendix B for Videotape Review forms.

(*Continuity in Early Childhood: Elements and Indicators of Home, School, and Community Linkages*, 1993)

What is Collaboration?

"Collaboration" is the current "buzz-word" in the education, business, and social service communities. As people in these fields look for ways to work more efficiently, with fewer resources, and in an increasingly diverse and large population, coming together to share resources has evolved as the most viable way of achieving common goals. In *Southern Crossroads: A Demographic Look at the Southeast*, Harold Hodgkinson states that, "what is needed is more agency collaboration at the local and state level, particularly involving education and health care" (1993, p. 61).

Collaboration is a method that people may choose for working together. The effort in sustaining this method represents a commitment to a long-term relationship that is highly interdependent (Intriligator, 1992). Interagency collaboration represents a type of arrangement in which agencies or individuals agree to make a commitment toward working together on a specific problem (Bruner, 1991, Intriligator, 1992, Richmond & Shoop, 1984; Smith, Lincoln, & Dodson, 1991). These agencies agree to unite in order to achieve a common goal which cannot be achieved by each organization working alone (Kagan, River, & Parker, 1990). Because collaboration requires "joint planning, joint implementation, and joint evaluation" (Hord, 1986, p. 22), participating agencies often experience comprehensive, structural change (Bruner, 1991; Jewett, Conklin, Hagans, & Crohn, 1991) as a result of the work that is accomplished through the collaborative organization (Kadel, 1992, p. 5).

In *Designing Effective Inter-Organizational Networks*, Barbara A. Intriligator (1992) from the University of Hartford identifies three different types of interagency arrangements. She states that the agencies that come together to establish an "inter-organizational initiative" can agree to

1. cooperate,

2. coordinate, or

3. collaborate.

In order to choose which of these arrangements is best, the partners need to decide upon the degree/level of interdependence they want to/can achieve. It is possible that the agencies working together may decide that forming a cooperative arrangement is perfectly suitable for meeting shared goals and objectives. It is also possible that an inter-organizational arrangement that starts as a cooperative may, over time, evolve into a collaborative arrangement.

Continuum of Inter-Organizational Efforts

Cooperation | **Coordination** | **Collaboration**

Independence ⇒ **Interdependence**

Critical Features of Interagency Organizations

According to Intriligator (1992), in order to determine which arrangement is most appropriate for the interagency organization, seven features must be considered:

1. ***Interagency Objective***--reflects the extent to which participating organizations agree to function collectively. The objective should take into account the time commitment, complexity of the task, and the role of single agencies.

2. ***Interagency Policies***--policies that "delineate how the interagency unit will conduct its business. These policies relate to management of the interagency unit and to the collective decision-making process" (p. 5).

3. ***Interagency Structure***--reflects the "administrative structures that oversee and maintain the inter-organizational effort" (p. 6). This structure reflects the complexity, degree of formalization, policy authority, and staffing of the organization.

4. ***Personnel Roles***--reflects the participants' degree of responsibility to the interagency organization. In defining personnel roles, it is necessary to determine who the "actors" should be, the primary functions of these actors, and the level of loyalty the actors must have to their home agencies and to the interagency organization.

5. ***Resource Allocation***--includes personnel, programs, facilities, and money that the interagency organization determines are necessary for "accomplishing the collective objective." These resources should reflect the frequency with which each home agency will be asked to contribute and the sources that will be identified for contributing (i.e., determining the necessity of soliciting resources from agencies/groups outside those represented in the interagency organization) (p. 10).

6. ***Power and Influence***--reflects the nature of the interagency organization. Determining the degree of power and influence of the home agencies versus the interagency organization will involve looking at the "locus of control" and the "use of power" (p. 14).

7. ***Interagency Relationships***--within the interagency organization, these relationships are "the ways in which [the home] agencies relate to each other." In determining what these relationships should be, it is important to consider the degree of trust, resource exchange, decision-making responsibility, and information sharing necessary to meet the objectives of the interagency organization (p. 14).

A Comparison of Features of Three Inter-Organizational Arrangements

	COOPERATION	**COORDINATION**	**COLLABORATION**
Interagency Objective	Short-term commitment; single, focused task; task can be carried out alone or together	Intermediate or long-term commitment; single, or multi-faceted task; tasks accomplished with others	Long-term commitment; multiple tasks; tasks are accomplished with others
Interagency Policies	Management and decision-making policies are not needed	Management policies are defined in ways that are compatible with single agencies' policies; decision-making policies are delineated for the interagency unit	Management policies respect single agencies' policies, but some changes in single agencies' operating procedures are made in order to implement interagency policies; decision-making policies are delineated and reflect boundaries between interagency unit and single agencies
Interagency Structure	No interagency structure is needed because tasks are assigned to single agency staff, agency autonomy is not affected, and there are no interagency *policy* decisions	Interagency structure is necessary because functions are assigned to the interagency unit, agencies maintain autonomy but support the collective effort; the interagency unit recommends policies for the collective effort	A complex interagency structure is necessary because functions are assigned to the interagency unit, single agencies relinquish some autonomy to the interagency unit, and the unit makes policies for the inter-organizational unit

A Comparison of Features of Three Inter-Organizational Arrangements (cont'd.)

	COOPERATION	COORDINATION	COLLABORATION
Personnel Roles	No interagency council members or staff; tasks are done by individual agency personnel; loyalty to the interagency effort is unnecessary	Interagency council members are needed; some interagency staff is helpful; council members represent home agency interests only; council members loyal to home agencies; interagency staff loyal to interagency unit	Interagency council members and staff are needed; council members represent home agency and interagency interests; interagency staff demonstrate loyalty to the interagency unit
Resource Allocation	Provided on a one-time-only basis; no pooling of resources; single agencies use discretionary money; no additional agency resources are needed; no external funds are needed	Provided annually; some pooling of resources; single agencies include interagency resources in annual budget; external funds are often obtained	Provided for extended periods of time; interagency resource pool; single agencies include interagency resources in annual budget; external funding is necessary and sought
Power and Influence	Control rests with the single agencies; negotiations about boundaries are not needed; turf issues are not applicable	Control rests with single agencies; negotiations about *inter-organizational* boundaries among the single agencies are needed; disagreements are resolved using majority rule voting procedures	Control rests with the interagency unit; extensive negotiations about interagency boundaries within the interagency unit and among the single agencies are needed; disagreements are resolved using consensus-building processes.

A Comparison of Features of Three Inter-Organizational Arrangements (cont'd.)

	COOPERATION	COORDINATION	COLLABORATION
Interagency Relationships	Minimal trust required; units of exchange are clearly defined by single agencies; one-time commitment; decisions are made unilaterally by the single agencies; focused on the specific interagency task; no additional information is needed	Trust needs to be established; units of exchange are mostly dependent on single-agency needs; commitment re-negotiated annually; focused on information about the interagency goal and facilitating coordination	Trust needs to be established and maintained; units of exchange are dependent on the needs of the interagency unit; long-term commitment; focused on information about the interagency goal and about the "general good" of the agencies involved

(Intriligator, 1992. Adapted from *Designing Effective Inter-organizational Networks.*)

Activity 2

Critical Features

Think of a group with whom you are currently working to improve services to children and families.

Indicate the way in which your group works by checking the appropriate column for each feature.

FEATURES	COOPERATION	COORDINATION	COLLABORATION
Interagency Objective			
Interagency Policies			
Interagency Structure			
Personnel Roles			
Resource Allocation			
Power and Influence			
Interagency Relationships			

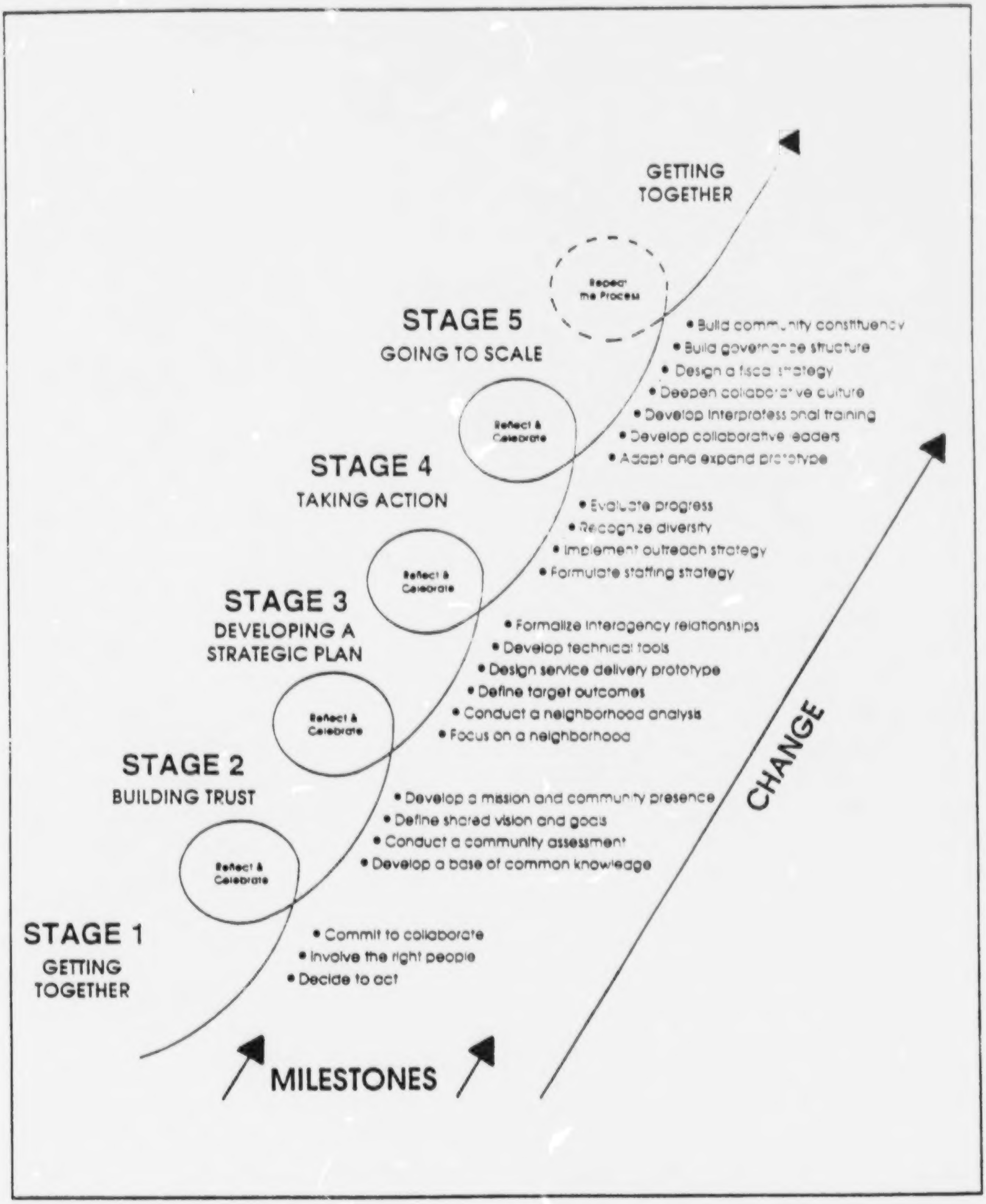
Framework for Success

In order for an interagency collaborative project to work, it is important for the partners to keep in mind that collaboration is a *process* developed and implemented in order to bring about *change*. One of the greatest advantages of collaboration over cooperation and coordination is that it is fluid and ever-changing. Its capacity for development and its ability to reach an ever-growing audience are enormous. However, these factors can also be extremely frustrating to people who do not anticipate these aspects of collaboration, appreciate them, or plan for them.

Making plans to manage the growth of the collaborative team and its activities while sustaining the desire to serve more people effectively is a tremendous task. Melaville, Blank & Asayesh (1993) recommend looking at collaborative efforts as a patterned spiral consisting of five loops that repeat themselves over and over (see next page).

The authors point out that in order to bring about change through a collaborative process, it is impossible to think about moving from Point A (identifying a problem) to Point B (finding a solution) in a clear fashion. The notion of the spiral represents the belief that "'spiraling back' . . . [helps] the collaborative to move forward with energy and commitment" (p. 19).

Realizing the Vision: A Five-Stage Process


GETTING
TOGETHER
Repeat the Process
STAGE 5
GOING TO SCALE
• Build community constituency
• Build governance structure
• Design a fiscal strategy
• Deepen collaborative culture
• Develop interprofessional training
• Develop collaborative leaders
• Adapt and expand prototype
Reflect & Celebrate
STAGE 4
TAKING ACTION
• Evaluate progress
• Recognize diversity
• Implement outreach strategy
• Formulate staffing strategy
Reflect & Celebrate
STAGE 3
DEVELOPING A
STRATEGIC PLAN
• Formalize interagency relationships
• Develop technical tools
• Design service delivery prototype
• Define target outcomes
• Conduct a neighborhood analysis
• Focus on a neighborhood
Reflect & Celebrate
STAGE 2
BUILDING TRUST
• Develop a mission and community presence
• Define shared vision and goals
• Conduct a community assessment
• Develop a base of common knowledge
Reflect & Celebrate
STAGE 1
GETTING
TOGETHER
• Commit to collaborate
• Involve the right people
• Decide to act
MILESTONES
CHANGE

(Melaville, Blank, & Asayesh, 1993, p. 19)

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Summary of Five-Stage Process

***Stage One*: Getting Together.** In this stage, a small group comes together to explore how to improve services for children and families. Group members identify other community representatives with a stake in the same issues, make a joint commitment to collaborate, and agree on a unifying theme: they also establish shared leadership, set ground rules for working together, secure initial support, and determine how to finance collaborative planning.

***Stage Two*: Building Trust and Ownership.** Next, partners establish common ground. They share information about each other and the needs of families and children in their community. Using this information, they create a shared vision of what a better service delivery system would look like, and they develop a mission statement and a set of goals to guide their future actions.

***Stage Three*: Developing a Strategic Plan.** Here, partners begin to explore options that flow from their common concerns and shared vision. They agree to focus on a specific area and they design a prototype delivery system that incorporates the elements of their shared vision. Partners also develop the technical tools and interagency agreements needed to put their plans into action. During this stage, the group may go back to stages one and/or two to bring in new partners or to continue building ownership.

***Stage Four:* Taking Action.** Partners begin to implement the prototype of their revised service delivery system. They use the information it provides to adjust the policies and practices of the organizations that comprise the prototype service delivery system. Partners design an ongoing evaluation strategy that helps them to identify specific systems-change requirements, make mid-course corrections, and measure results.

***Stage Five:* Going to Scale.** Finally, partners take steps to ensure that systems-change strategies and capacities developed in the prototype are adopted, expanded, and re-created in locations throughout the community where pro-family services are needed. To do this, partners continue to develop local leadership, strengthen staff capacity by changing preservice and inservice training, and build a strong constituency for change.

(Melaville, Blank, & Asayesh, 1993, p. 20)

The Collaborative Model

The *Leadership for Collaboration* program has been developed to respond to a growing need of those who work with young children to learn to work together more effectively. Quality results can be achieved only through a collaborative process. This program has incorporated the five-stage process of Melaville, Blank, & Asayesh (1993) as well as other pertinent concepts and techniques into a six-module training program illustrated by the model on the following page.

The Framework for Success model represents a blueprint for the collaborative process. It illustrates the modules of the program and their relation to the process. However, this is not a lock-step process. Many of the concepts, practices, and skills should be explored in greater detail by teams as they engage in the process.

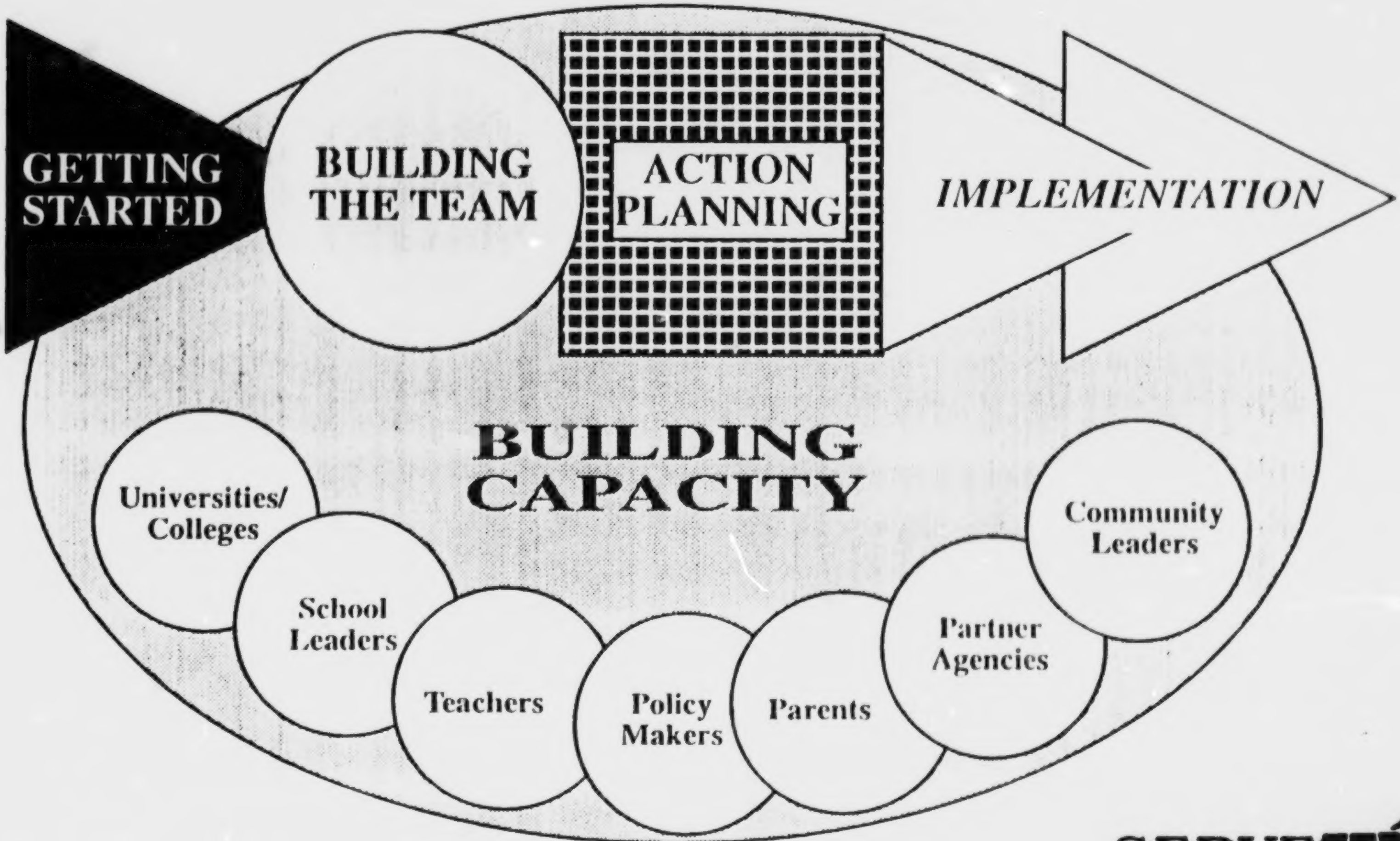
Supporting the development of this framework model are some basic beliefs about collaboration. First and foremost is the notion of creating "win-win" outcomes. Collaboration requires that self-interest be set aside for the overarching interests of the team as expressed through its vision and mission statements.

A successful collaborative must be supported by those who lead and establish policy for those participating in the collaborative process. A true collaborative is an action team, not simply an advisory group, and requires the commitment of both human and financial resources. The collaborative process should break down turf barriers and provide continuous education for participants about issues and perceptions. The collaborative should maintain open communications, both among partners and within the community it serves.

Effective collaboration is sustained through systematic meeting planning and information processing. Roles and responsibilities within the team should be clearly articulated. A neutral facilitator can help to maintain balance.

Collaboration is hard work, and it takes time. Throughout the process, steps should be taken for evaluation, bench-marking, and celebrating short-term achievements as well as long-term accomplishments. The key to successful collaboration is building a sense of trust and respect among partner members and their organizations--that takes time and effort.

LEADERSHIP FOR COLLABORATION



GETTING STARTED

BUILDING THE TEAM

ACTION PLANNING

IMPLEMENTATION

BUILDING CAPACITY

Universities/ Colleges

School Leaders

Teachers

Policy Makers

Parents

Partner Agencies

Community Leaders

SERVE

SouthEastern Regional Vision for Education

Summary of Leadership for Collaboration

Module I: Introduction - Although this module is not represented on the model, it provides the conceptual foundation for the training program and clarifies terminology.

Module II: Getting Started - This phase is represented by a funnel shape which presents the need to begin by identifying a broad range of stakeholders and then focusing on a commonly shared vision.

Module III: Building the Team - A series of overlapping circles illustrates the many steps needed to establish the collaborative, articulate its mission, orchestrate meeting process, and build trusting relationships.

Module IV: Action Planning - The graph models the need to chart or map the work efforts of the team through systematic planning and agreements.

Module V: Implementation - The arrows indicate progress toward goals and objectives. Achievements are measured and evaluated, data are collected and adjustments are made, and the community is informed.

Module VI: Building Capacity - Capacity building provides the background for the model and the entire training program as well as the collaborative process. Each partner member is shown overlapping with others and with each step of the process. Individuals build skills as they move through the process steps while organizations gain strength from greater knowledge and influence. Additionally, the collaborative will increase its sphere of influence by continuously pushing for more community, governmental, and educational involvement.

Reflect and Write . . .

Module II: Getting Started

- **Purpose**
- **Objectives**
- **Things to Consider**
- **The Catalyst**
- **The Players**
- **Working as a Team**
    - ***Stages of Team Development***
- **First Steps for Collaboration**
    - ***Sharing Perceptions***
    - ***Making the Commitment***
    - ***Articulating the Vision***

Module II: Getting Started

Purpose:

To learn how to initiate a collaborative relationship.

Objectives:

1. Identify and understand the importance of a catalyst and stakeholders in a successful collaborative effort
2. Demonstrate understanding of the stages of team development
3. Identify team members and their roles and responsibilities
4. Utilize individual team members' talents and contributions effectively
5. Identify and articulate the process for developing a team's purpose and vision

Things To Consider:

1. What is our "problem?" Why are we here?
2. Do we have together all the people we need to accomplish our goals?
3. What are the educational/health/social service needs of the community?
4. What services are available to children and families in the community?
5. Who serves our community at present?
6. Who works together now?
7. Who *should* be working together?
8. How are services provided?
9. Is there an interagency council already in existence?
10. Is there a group involved in collaboration that is not formally organized?
11. To what extent are parents involved?
12. Who are the "movers and shakers" in the community?
13. Do the "movers and shakers" have the stability and necessary resources to participate in a collaborative?
14. What barriers are in the way of collaboration?
15. Is training in collaboration available in the community?
16. Has interest been expressed in collaborating?
17. What resources are available?
18. What could be accomplished by organizing efforts?
19. What are the advantages or benefits of collaboration? Do they outweigh the costs?

The Catalyst:

The catalyst is a person who is crucial to the success of collaboration because he or she is

- highly committed,
- skilled in interpersonal relationships,
- patient and good at creating consensus,
- a self-starter and hard worker, and
- aware that there is no end to the good you can do if you are only willing to let someone else take the credit.

Florida Full-Service Schools presentation, 1993

In each school or community, there should be a leader who is visionary and acts as the catalyst in initiating action toward a goal. It may be a school principal, a teacher, a school leadership team, a Head Start Director, a community agency, a business person, or a parent group. Do not underestimate the power of an individual group in initiating a collaborative.

Block (1983) states that the effective schools research has shown consistently that "leadership from the school administration [is] a critical incident" leading to school improvement and success. Like the role of the school principal in school improvement, the catalyst for any effort possesses the qualities to inspire others to accomplish a goal or task. The catalyst in a collaborative may

- have a vision for the task;
- provide leadership to identify and mobilize people to work together toward a goal;
- guide, monitor, and facilitate the work of the team;
- help organize time and resources for the team to work,;
- listen and provide feedback and support for efforts;
- model facilitation;
- demonstrate content knowledge about the work;
- share and delegate responsibility;
- communicate to resolve conflict effectively; and
- enlist others in the collaborative effort.

Without individuals or groups committed to coming together to improve services, it is difficult to sustain collaborative efforts. Seek to identify these persons or groups to lead the effort as a catalyst for change.

Activity 3

Identify the Catalyst

- Who first saw the need to collaborate?
- What are his or her characteristics?
- How did he or she initiate the effort?
- What role does that person fulfill?
- What actions has he or she taken to bring you to this point?
- Why do you think he or she was the catalyst?
- What is his or her role now?

The Players:

Organizers of collaboratives involve the "right people." The "right people" will vary from group to group. A successful collaboration, however, requires that everyone in the group address a common need, contribute, and develop a stake in the process and outcome (Melaville, Blank, & Asayesh, 1993).

There may be a collaborative formed at any level—local, district, state, or region. In the first stage of forming a local or district collaborative, a small group comes together out of need. The group identifies all the community representatives or agencies involved, invites them to join together, and makes a commitment to a common goal. Many times the group forms a council or an interagency committee. (See *Interagency Collaboration: Improving the Delivery of Services to Children and Families* for additional information.)

Local collaboratives are most successful when they form a coalition of all of the "right people" (those with common needs and goals) and speak with a single voice.

Successful state-level collaboratives are rooted in communities and well-connected to the state (Melaville, Blank, & Asayesh, 1993). There are good, clear communication channels from the local level to funding agencies, services agencies, legislative staff, and key politicians. Careful, regular communication along these channels is necessary for a successful collaborative effort.

(Melaville, Blank & Asayesh, 1993)

Working as a Team:

The hardest part of changing the way work is done is learning to work as a team. This requires people within organizations to change, and is seldom easy (Scholtes, 1992).

Some "laws of organizational change" to keep in mind are

> ***Things are the way they are because they got that way.*** At some time, there were good reasons for doing things in the way they were done, times have changed. Things may need to be done differently. Today's work requires teamwork and collaboration.
>
> ***Unless things change, they probably will remain the same.*** Left unattended, things usually do not improve; however, change for change's sake does not equal improvement. Be sure that you change for the better.
>
> ***Change would be easy if it were not for all the people.*** People are the organization, and the organization is there to meet the needs of the "customer." Positive change results when people learn to work together.
>
> ***People do not resist change; they resist being changed.*** Everyone wants improvement and progress, but nobody wants to change in order to get it. Collaboration is hard work and requires all of us to change.
>
> (Scholtes, 1992, p. 1-21)

When a team comes together to accomplish a task, it will progress through developmental stages as team members learn to work together. Different models identify these stages in different terms. Tuckman, in "Development Sequence in Small Groups" (1965), refers to those stages in four parts: Forming, Storming, Norming, and Performing.

Stages of Team Development

Stage 1: Forming

Feelings
- Excitement, anticipation, optimism
- Pride in being chosen
- Tentative attachment to the team
- Suspicion, fear, and anxiety

Behaviors
- Attempts to define needed tasks and methods
- Attempts to determine acceptable group behavior and how to deal with group problems
- Decisions on what information needs to be gathered
- Lofty, abstract discussions of concepts and issues
- Discussions of symptoms or problems not relevant to the task at hand
- Complaints about the organization and barriers to the task at hand

Stage 2: Storming

Feelings
- Resistance to the task and approaches to improving quality
- Sharp fluctuations in attitudes

Behaviors
- Arguing among members even when they agree on the primary issues
- Defensiveness and competition; factions and "choosing sides"
- Questioning the wisdom of those who identified the problem and appointed the other team members
- Establishing unrealistic goals; concern about excessive work
- A perceived "pecking order;" disunity, increased tension and jealousy

Stage 3: Norming

Feelings
- A new ability to express criticism constructively
- Acceptance of membership in the team
- Belief that everything is going to work out

Behaviors
- An attempt to achieve harmony by avoiding conflict
- More friendliness, confiding in each other, sharing of personal problems
- Sense of team cohesion; common spirit and goals
- Establishing and maintaining "norms"

Stage 4: Performing

Feelings
- Members have insights into personal and group processes and better understand each other's strengths and weaknesses
- Satisfaction at the team's progress

Behaviors
- Constructive self-change
- Ability to prevent or work through group problems
- Close attachment to the team

(Tuckman, 1965)

Groups of people working together do not become a team overnight. Teams evolve and become productive over time. Regardless of their size or composition, teams go through certain stages of development. The length of each stage varies from team to team and may be as short as one meeting or last for several months. The sequence of development stages is the same for each, however, and while the specifics of each stage may vary from team to team, the overall nature of each stage is consistent across teams. During this team-building process, some of the activities and feelings of team members may not appear to be productive. This is particularly true during the dissatisfaction stage when a sense of frustration and incompetence frequently emerges. However, working through each stage is a crucial part of the team's evolution if the end result is to be a fully functioning team.

1. Orientation Stage ⇒ Forming

☐ Members are somewhat eager and have positive expectations.

☐ Members are concerned about and want to know
  - ☐ What is the purpose of the team?
  - ☐ What will they have to do?
  - ☐ Who will lead?
  - ☐ Will their efforts be fruitful?

☐ Members are dependent on the situation and whoever is leading.

☐ Energy and time are focused on
  - ☐ Defining the goal(s) and task of the team
  - ☐ Devising at least an initial means for carrying out tasks (i.e., team process and procedures)
  - ☐ Determining what skills are needed for the team, which of those skills members lack and need to develop, and how those skills might be learned
  - ☐ Trying out and becoming accustomed to team process and procedures

2. Dissatisfaction Stage ⇒ Storming

☐ Members become somewhat frustrated.
  - ☐ Expectations and reality of teamwork diverge
  - ☐ Dependence on the leader becomes unsatisfying
  - ☐ Appropriate resources are not readily available
  - ☐ Some problems presented to the team are not solved easily

- ☐ Members may feel some anger toward the leader, the goals and tasks of the team, and other members.

- ☐ Members may feel sad, discouraged
  - ☐ They feel they cannot do what they hoped
  - ☐ They feel incompetent

- ☐ Energy and time are focused on
  - ☐ Redefining the task in "achievable" terms
  - ☐ Determining strategies for solving long-term problems
  - ☐ Determining how best to accomplish the tasks, including assessing any additional skills needed
  - ☐ Resolving senses of frustration and incompetence
  - ☐ Redefining expectations so that they are more realistic

3. Resolution Stage ⇒ Norming

- ☐ Frustration is dissipating.
  - ☐ Expectations and reality are more closely, if not completely, meshed
  - ☐ Skill in carrying out procedures and completing tasks is increased either by additional experiences with the process or through specific training activities

- ☐ Personal satisfaction is increasing.
  - ☐ Process and procedures are being mastered
  - ☐ Self-esteem is heightened
  - ☐ Pleasure in accomplishing tasks and getting positive feedback from staff through informal or formal monitoring processes outweighs earlier frustrations

- ☐ Collaborative efforts are beginning to jell.

4. Production Stage ⇒ Performing

- ☐ Members are once again eager to be part of the team effort.

- ☐ Individuals on the team feel greater autonomy.

- ☐ Members work well together.

  - ☐ Leadership functions are shared
  - ☐ A sense of interdependence has developed

- ☐ Energy and time are focused on achieving the team's purpose

5. Termination

- ☐ Members may feel
  - ☐ A sense of sadness because the team is, at least for the time being, ending
  - ☐ A strong sense of accomplishment
  - ☐ A last-minute urgency to tie up loose ends
  - ☐ Regret if they feel they were not able to do everything planned

- ☐ Energy is focused on
  - ☐ An evaluation of what has been accomplished quantitatively and qualitatively
  - ☐ What needs to be done to complete the task for the time being
  - ☐ If appropriate, how to begin the task anew the following school year and what changes, if any, should be made based on the previous year's experience

Major Messages:

1. *Teams evolve through several stages of development.*

2. *A stage may last for one hour or one year, and there is no way to know ahead of time how long a particular stage will last.*

3. *Dissatisfaction is a natural part of the team process and should not be viewed as a sign that the team is failing, but rather that it is time for the members to take stock and review goals, processes, resources, rewards, and outcomes.*

(Tuckman, 1965)

ACTIVITY 4

The Best Team

Think about the following questions individually and then discuss in teams.

1. Think of the best team you have ever been part of and describe what made this team successful.

2. What unique contributions did you bring to the team?

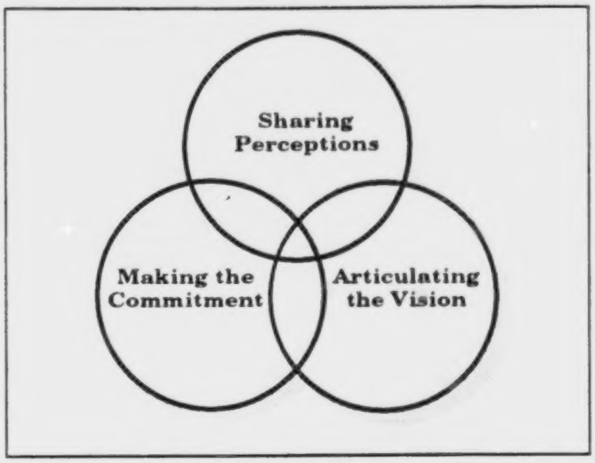
3. What did you need or want from your fellow team members?

4. How are you contributing to your present team?

First Steps for Collaboration:

The first steps in collaborating include sharing perceptions, committing to the process, and articulating the vision. When these three activities are brought together, real teamwork begins.

FIRST STEPS FOR COLLABORATION



Sharing Perceptions

Any time a group of individuals comes together from divergent backgrounds, they should, early in the relationship, share their perceptions about the effort being undertaken. Misunderstandings, misconceptions, and biases should be discussed openly. Agreement on the purpose for the collaborative should be gained at this time, with attention given to participants' perceptions.

Making The Commitment

Making the commitment means putting aside organizational or personal agendas and making a long-term commitment to the collaborative process. A group will know it is ready to collaborate when all partners realize they have a shared problem that cannot be solved by one person or agency and when they can look beyond individual interests to solve it. Sometimes, partners are not ready for the change collaboration will bring; therefore, they should begin to work at the level where they are comfortable to achieve success for future efforts. Collaboration requires

- putting aside individual agendas in favor of common goals,
- sharing leadership,
- pooling resources, and
- accepting responsibility for accomplishments or failures.

Articulating the Vision

Once a group is formed, its purpose must be determined. Often the need for collaboration is known, felt, or observed but not articulated. Consensus on a clear, well-stated purpose for collaboration is essential to success.

In order to facilitate collaboration, it helps to develop a unifying vision that describes the effort. Partners need to be able to define what a better system would look like and ask hard questions about their present belief systems. A shared vision with true commitment is key to the collaborative process.

"A vision is a clear picture of what you hope to create." (Chynoweth & Dyer, 1993, p. 3)

The Nature of Visions

> Visions have been described as "blueprints for a desired state." They are "images of preferred conditions that we work to achieve in the future," our "overarching goals," a "mental journey from the known to the unknown." They are "a target that beckons" which provides a clear picture or image of a condition that has not happened yet based on standards of excellence, value, and choice and having a quality of uniqueness appropriate to the individual organization and setting.

(Fleming & Kilcher)

For further information on vision, see Appendix C.

Formalizing partnerships in writing firms the commitment to the vision and makes a statement to the observers and clients (see Module IV on Action Planning for Formalizing Partnership Agreements).

Activity 5

Processing for Vision

What do you think should be considered in order to draft a vision statement that truly reflects the direction of all team members?

How can input be gathered from all stakeholders?

What process can be used to build consensus on a commitment to the vision of the collaborative?

How and to whom should the vision be publicized and disseminated?

Reflect and Write . . .

Module III: Building the Team

- **Purpose**
- **Objectives**
- **Things to Consider**
- **Drafting a Mission Statement**
    - ***Principles for Effective Teamwork***
- **Understanding the Community and the Team**
    - ***Assessing the Community***
    - ***Setting Goals and Objectives***
    - ***Team Members and Their Functions***
    - ***Guidelines for Effective Meetings***
    - ***Setting Ground Rules***
- **Building Collaborative Skills**
    - ***Trust and Rapport***
    - ***Decision Making***
    - ***Open Communication***
- **Tools for Collaboration**
- **Barriers and Strategies**
    - ***Strategies for Success***
    - ***Land Mines to Avoid***
    - ***Recognizing Sabotaging Behaviors***
- **Conflict Resolution**

Module III: Building the Team

Purpose:

To develop team-building skills.

Objectives:

1. Articulate a team mission statement
2. Set obtainable goals that reflect the team mission
3. Gain information about how to assess the community
4. Understand team members' functions
5. Build collaborative skills
6. Practice team roles and tools for collaboration
7. Identify barriers to, and strategies for, creating "win-win" relationships
8. Gain skills for conflict resolution

Things to Consider:

What makes a good team?

1. Clarity of purpose and group commitment to a shared vision and mission
2. A sense of mutual trust and respect
3. An agreement on a set of guidelines for effective meetings
4. A climate which encourages open communications
5. Use of effective decision-making techniques
6. Recognition and accommodation of differences and disagreements
7. Clear assignments and time lines for action plans
8. An ongoing evaluation of team functioning

Questions to Ask

1. Where do we start?
2. How can we determine what actions to take in the community?
3. Who should be served?
4. How do we deal with power struggles?
5. How can we make use of or alter existing regulations, funding streams, and personnel positions?
6. How will we know when we are successful?

Drafting a Mission Statement:

Start with a clearly articulated MISSION STATEMENT

After agreement is reached on the vision of the work of the collaborative, the next step is to define the working mission and specific goals and objectives. The process for developing the mission statement should encourage the participation of all team members and reflect common values of the group. The mission should provide a framework for action for the work of the team and should be aligned with the team's vision.

Collaboration takes different forms at different levels: councils can meet to set goals or plan collaborative action; service providers can contact one another for information, referrals, or support; and community representatives or families can collaborate with administrators or service providers to express needs or make suggestions. The result of effective collaboration is that participants will develop an interagency decision-making style (Ayers, 1984). Once this decision-making style is established, collaborators work together to implement integrated services, create new policies, or address community concerns.

Guidelines for Developing a Mission Statement:

The statement should

- clearly represent the direction of the team's work efforts;
- be specific and succinct;
- be free of jargon, acronyms, and "insider" language;
- be agreed upon and endorsed by all members of the collaborative; and
- be developed through a group process.

Any of a variety of group processes may be used to generate a mission statement. The working style will depend on the group size. If the group is large, it may be necessary to break into sub-groups to insure adequate opportunity for input. Each group should be given ample time to reflect on the collaborative's vision, share individual perceptions, and draft a statement to be shared with the group at large. With the assistance of the team leader or facilitator, the statements can be evaluated, categorized, and synthesized into a single group statement. It is crucial that a safe environment of open communication is established within the group for the development of a meaningful mission statement. For further information on missions, see Appendix D.

Activity 6

Mission Statement Worksheet

The mission of this collaborative is . . .
(Describe the planned action of the collaborative)

. . . for . . .
(Describe the targeted recipient(s) of the collaborative's work)

. . . in order to . . .
(Describe the ideal end results of the work of the collaborative)

Principles for Effective Teamwork

Although there are no fail-proof recipes for being an effective team, there are some basic principles that can help team members work together efficiently and productively. Use these principles as guidelines for your team efforts. Feel free to adapt them, add to them, delete some, modify some, or make up new ones to suit your team and situation.

☐ ***Responsibility for the team is shared by all team members.*** Identify with the team and its goals—if the team fails, it is both your fault and the team's fault.

☐ ***Decisions should always be agreed upon by the team.*** Decisions are not made by the leaders, any individual, or any clique—all important policies should be decided upon by the team. The team should have a voice in its own goals and the techniques to accomplish them.

☐ ***Use methods that allow as many of the team members to participate as possible.*** Let the team work frequently in subgroups. Bring out minority and individual opinions by frequently asking questions of team members.

☐ ***Be flexible in rules, agenda, and in all procedures.*** Establish a plan for your activities, but be willing to modify it if needed. Tasks and how they are done should change as the skills, needs, and interests of the team change.

☐ ***Cut down the threat to individual members.*** Get team members acquainted with each other. Use informal procedures, minimize rules, separate the members of cliques or friendship circles, discuss the problem of status, and use subgroupings to get members accustomed to working as a team.

☐ ***Evaluate team progress continually.*** This may be done by evaluation sheets, process reports, subgroup discussions, suggestion boxes, etc. The important point is that it should be done often, briefly, and well.

☐ ***Team members should be conscious of the importance of the roles they play.*** Study the different roles people can play, analyze those roles, and consciously play roles that are helpful to team progress.

☐ ***Let the team be active.*** Let team members try a variety of tasks, encourage a risk-free atmosphere where no one fails, and consciously provide for the skill development and appropriate participation of all members.

Source: *Guidelines for Effective Teamwork*, 1984

Understanding the Community and the Team:

Assessing the Community

With a vision and mission statement in hand, the team's next step is to generate specific goals and objectives that will provide a blueprint for implementation of the collaborative's work. At this point, the team will need to gather specific data by assessing the needs of each member group, the targeted recipient group, and the larger community. Everyone who is affected by collaborative efforts has needs: children, parents, teachers, principal, social workers, agency administrators, and so on. Identifying these needs is critical because all goals and future activities should be based on needs. The success of collaborative relationships will depend on how well participants perceive that their needs are being addressed. Early and continuing discussions of needs and expectations will help avoid conflicts, identify goals, and build trusting relationships. Collaborative councils and good communication will increase the likelihood that participants' needs are recognized and considered. In addition, formal needs assessment, which allows community members and agency representatives to express their needs, is also necessary.

(For more information on needs assessments, please see Appendix E.)

Questions to Ask . . .

- How can the needs of each partner group be discovered and documented?
- How can the needs of each partner group be ranked?
- How will responding to a specific need serve to meet the collaborative's stated mission?
- Can the needs of all members (partner groups) be categorized, sorted, combined and/or prioritized in ways that are agreeable to all?

Setting Goals and Objectives

Goals and objectives reflect the needs of the community and team, guide the development of the team's action plan, and enable the team to realize desired results.

Goals "should be based on the characteristics of [the] collaborative services" that the team has agreed to offer to the community and reflect the results of ongoing needs assessments. The process of setting goals will be ongoing. Goals and objectives will change as the needs of the community and the team change (Kadel, 1993, p. 31).

A goal statement should capture a component of the team's mission and provide a benchmark of attainment of the team's vision. Objectives break goals into intermediate steps to clarify the work of the team. Specific tasks and responsibilities will surface during the action planing process.

Activity:
Using the mission statement, articulate two related goal statements. For each goal, determine two objectives that will lead to attainment of that goal.

Goal Statement 1:
____
____
____

Objectives:
1.1______________________________
____
1.2______________________________
____

Goal Statement 2:
____
____

Objectives:
2.1______________________________
____
2.2______________________________
____

Team Members and Their Functions

Before a team can work effectively, its members need to take a look at themselves and their functions as individuals and as a team. Through a team self-assessment and an individual appraisal of members, teams can learn about their strengths and needs. A "gap analysis" will result that may show deficiencies in team skills that may need to be addressed.

Initiating:

- Helping the team get started by proposing tasks or goals
- Defining a problem
- Suggesting procedures or ideas for solving problems

Information/Opinion Seeking:

- Requesting facts; asking for clarification of statements that have been made
- Trying to help the team find out what people think or feel about what is being done
- Seeking suggestions or ideas

Information/Opinion-Giving:

- Offering facts or additional useful information
- Expressing thoughts or feelings
- Giving suggestions or ideas

Clarifying/Elaborating:

- Interpreting or reflecting ideas and suggestions
- Clearing up points of confusion
- Offering examples to help the team imagine how a strategy or proposal might work

Summarizing:

- Pulling together related ideas or tasks
- Restating suggestions after a team has discussed them
- Organizing activities so the team will accomplish something

Setting Objectives:

- Expressing objectives for the team to achieve
- Applying evaluation standards
- Measuring accomplishments against goals

Testing Workability:
- Applying suggestions to real situations to gauge the practicality and workability of strategies

Checking:
- Testing to see if the team is nearing completion of a task
- Checking to see how much more needs to be done

Gatekeeping:
- Attempting to keep communication channels open
- Making it possible for others to contribute
- Suggesting procedures for more productive use of resources

Harmonizing:
- Attempting to reconcile disagreements
- Trying to provide common ground on opposing points of view so the team can continue to work
- Getting people to explore their similarities as well as their differences

Relieving Tensions:
- Draining off negative feelings
- Putting tense situations into a wider context to diffuse the tension

Encouraging:
- Being friendly, warm, and responsive to others and their contributions
- Helping others contribute
- Listening with interest and concern
- Reinforcing others' participation

Diagnosing:
- Determining sources of difficulty
- Seeking appropriate next steps

(*Guidelines for Effective Teamwork*, 1984)

Activity 7

Who Does What on Our Team?

Listed below are descriptions of different functions that people fulfill on teams. First, assess your own behavior by indicating how often you perform each function on a scale of 1-5 (1 = rarely, 5 = all the time). Then, assess the behavior of other team members. Ask yourself: Are there any functions not fulfilled? Are some functions performed by several team members? How does this affect your work?

Group Task Functions	Me	Others
1. ***Initiator/Contributor***: Proposes goals, ideas, and solutions; defines problems; suggests procedures.		
2. ***Information and Opinion Seeker***: Asks for clarification and suggestions; looks for facts and feelings; solicits ideas and values of other members.		
3. ***Information Giver***: Offers facts and relevant information or experience.		
4. ***Opinion Giver***: States beliefs about alternatives; focuses on values rather than facts.		
5. ***Clarifier/Elaborator***: Interprets; gives examples; defines terms; clears up confusion or ambiguity.		
6. ***Coordinator/Summarizer***: Pulls ideas, opinions, and suggestions together; summarizes and restates; may try to draw members' activities together; offers conclusions.		
7. ***Gatekeeper/Expediter***: Keeps communication open to all members; opens up opportunities for others to participate.		
8. ***Harmonizer***: Tries to reduce conflict and tension; attempts to reconcile differences.		
9. ***Encourager***: Supportive of others; praises efforts and ideas; accepts contributions.		
10. ***Evaluator:*** Helps group assess whether it has consensus or is reaching a conclusion.		

Source: *Guidelines for Effective Teamwork*, 1984

Guidelines for Effective Meetings

In order for teams to succeed, they must learn to work together effectively in meetings. There are many different reasons to hold a meeting, and the process to be used depends on the meeting purpose. The important thing to remember is that there should be a process in place for planning and conducting effective meetings. Essential components are

- An agenda
- Warm-up, get acquainted activity
- Identified roles for participants
- Ground rules for the meeting
- Evaluation of the effectiveness of the meeting

Agenda Planning:

Agenda planning is an important part of action planning and conducting effective meetings. It is "the process of thinking through a detailed flow of topics, process steps, and time necessary to accomplish the desired outcomes of a meeting" (*Facilitative Leadership,* p. 34). Steps include articulating what you hope to gain from holding a meeting, determining how the meeting will be conducted, considering who will participate and what role participants will play, thinking about how the room will be arranged, deciding what equipment is necessary, and determining how decisions will be made. All of these factors will lead to the development of an agenda for an effective meeting. Agenda planning provides the meeting planner with a "road map" for the group and a flexible tool for insuring success.

Before the meeting:

- ✓ Locate a meeting site
  - consider neutral territory
  - do an on-site inspection
  - check handicapped access
  - check quality of overnight accommodations, if needed
- ✓ Draft an agenda
- ✓ Issue invitations or notices
- ✓ Plan refreshments or menus
- ✓ Send meeting notice and agenda to participants in advance
  - include who will attend, where the meeting will be held (include map), when it will begin and end, parking information, starting and ending times, and contact information
- ✓ Prepare materials for the meeting

Day of the meeting

- ✓ Arrive early
- ✓ Check the room setup
- ✓ Check AV equipment you plan to use in the meeting
- ✓ Post notices and directions to the meeting room
- ✓ Provide water, coffee, etc.
- ✓ Display materials

Following the meeting

- ✓ Evaluate the success of the meeting
- ✓ Plan follow-up meetings
- ✓ Send out a written summary to all participants within a few days following the meeting

Suggested Meeting Roles:

Facilitator-The facilitator keeps the discussion focused and moving. Facilitator skills include listening, providing resources and support, clarifying, paraphrasing, encouraging balanced participation, testing for consensus, evaluating the meeting process, and summarizing for closure.

Recorder-The recorder documents the activity of the group on charts or takes minutes. It is important that participants receive a summary of the meeting.

Participant-The participant is anyone who attends the meeting. Participants contribute to, and assist in, accomplishing meeting goals.

Timekeeper-The timekeeper monitors the use of time, informs the facilitator on agreed-upon time limits, and reports on efficiency of time use.

Gatekeeper-The gatekeeper assists the facilitator with keeping the participants on task based on the group's expectations. Ideally, all group members function in this role.

Other roles may be assigned or fulfilled as the needs of the group dictate. Roles will rotate and members may fulfill each role at some time.

(Grier, 1992)

Setting Ground Rules

Successful collaboration requires that all participants contribute to and develop a stake in the process. Ground rules can ensure that partners use time wisely, share leadership, and proceed in the same direction. These rules should address maintaining communication among partners, planning and conducting meetings, and resolving organizational and personal conflicts.

As a collaborative grows, it may require ad hoc committees or other semi-formal structures to divide tasks efficiently, take advantage of leadership in specific areas, and improve the flow of information. Eventually, partners may develop a permanent governance mechanism to ensure the collaborative continues to function despite changes in membership or activity. However, partners should avoid premature governance decisions that reduce flexibility and innovation. In the initial stages, the collaborative should feel free to experiment with various configurations. Collaboratives need to decide

- Where, when, and how often partners will meet
- How partners will share responsibility for organizing and leading the meetings
- Who prepares and contributes to the agenda
- What rules should guide the team's dialogue
- How partners will make decisions (by majority rule or by consensus)
- What partners can do to ensure that decision making occurs inside the group and not behind the scenes
- What will happen if there is a problem or conflict
- How partners will handle logistical arrangements
- Under what circumstances there should be a third-party facilitator

(Melaville, Blank, & Asayesh, 1993)

Activity 8

Planning Worksheet

A) Think of an issue that might require collaborative work.

Describe the current situation from your agency's viewpoint . . .

Describe the ideal future situation from your agency's viewpoint . . .

Describe the differences or gaps between the two situations . . .

B) In the current situation, list all present stakeholders and describe a "winning outcome' for each.

STAKEHOLDER	WINNING OUTCOME

C) List other stakeholders who might also participate as partners in the collaborative. What resources could they contribute?

PARTNER MEMBERS	CONTRIBUTING RESOURCES

Source: Faye Johnson, SERVE

Building Collaborative Skills:

The foundation for productive relationships is built upon
- **trust and rapport**
- **effective decision making**
- **open communication**

Trust and Rapport

Although building trust and rapport may sound like a natural, straightforward activity, it is in reality a complex skill which includes the following components:

- engaging in clear communication
- clarifying expectations
- building shared influence
- establishing credibility and legitimizing leadership roles
- dealing with resistance
- building a support group

In *Assisting Change in Education*, trust and rapport building are defined as "the ability to develop a sense of safety, openness, and reduced threat on the part of . . team members" (ASCD, 1989, p. 13); they are *process* skills that contribute to the formation of good working relationships and a spirit of teamwork.

Key Aspects of Trust and Rapport Building

These skills are essential to trust and rapport building, need to be demonstrated early in the development of working relationships, and provide a base for all subsequent work.

Engaging in Clear Communication. As you contact those with whom you will work, you need to communicate friendly concern, listen, and show—by summarizing or paraphrasing—that the other person has been understood and accepted.

Clarifying Expectations. Facilitators need a clear understanding of what their colleagues want and need from the working relationship and must be clear about what they can deliver in the way of help, both immediately and in the future. Whether you are working one-on-one or with a group, you must work to clarify the boundaries of the project. Decide what can reasonably be accomplished within a given time frame. Determine what each party will be expected to contribute to—and receive from—the group and the project as a whole. Clarifying expectations is a step toward an informal contract.

Building Shared Influence. You can build ownership of the project by listening, summarizing, clarifying, and taking people's feelings and wishes into account. At the same time, you cannot help people against their will—nor should you do all the work. The best route to shared influence usually begins by giving a large share of influence and responsibility to the people with whom you are working and by showing responsiveness to their needs.

Establishing Credibility and Legitimizing the Facilitator's Role. As you clarify expectations, build trust, promote shared responsibility and influence, and demonstrate expertise, you will be seen increasingly as legitimate and credible in your role. Establishing credibility may involve demonstrating skills, identifying and providing resources, helping people experience mini-successes, and passing informal tests of trustworthiness such as maintaining confidentiality with sensitive or personal information and demonstrating awareness of the politics of the organization.

Dealing with Resistance. Facilitators deal effectively with resistance and hesitation on the part of colleagues who are embarking on an unfamiliar process. Resistance is sometimes well-founded and based on past experience with similar undertakings; sometimes it arises as a result of concerns that surface with any change effort. Feelings of resistance may also stem from suspicion, fear of loss or change, and lack of communication. You need the ability to identify colleague's concerns and to use problem-solving skills in dealing with resistance before it begins to hamper the group's progress on its task.

Building a Support Group. Effective facilitators often give much attention—through open communication and shared influence—to building a support group for their colleagues. Support groups include individuals who help each other in the improvement effort, pass on skills they have learned, and serve as a resource network for one another. Support groups are sometimes members of a planning group or training cadre; sometimes they are informal sharers of new teaching methods and approaches. In either case, effective facilitators expand support opportunities for colleagues beyond their own individual efforts.

These six skills contribute to **productive working relationships.** In such relationships, there is a feeling of trust and safety between facilitators and project colleagues.

(*Assisting Change in Education*, 1989)

Decision Making

Another major consideration for the collaborative is to determine and agree on a decision-making method. There are a number of ways by which a collaborative can arrive at decisions; some are more effective than others. Barbara J. Hansen, Ph.D., South Carolina School Council Assistance Project, provides the following descriptions:

Less Effective Methods

By default: a decision arrived at by not making a decision. This may seem contradictory, but *not* making a decision is, in fact, deciding a course of action—to do nothing or to make no changes. Doing nothing may be an appropriate response to a situation, but decisions arrived at by default can leave people wondering about what is to happen.

Self-authorized decisions: decisions made by one or more members of the council who assume they have the authority to make them but actually do not. Such decisions can come as a surprise to other council members who may subsequently have little commitment to the decisions.

Cliques: decisions made by a few individuals who have joined forces and who then try to impose their views on others; this can result in dividing the group into competing factions.

More Effective Methods

By authority: decision made by the chairperson or someone else who has been delegated authority by the group. Sometimes these decisions are made after consulting with the group; sometimes not. Setting an agenda is one example of this type of decision making. Obviously, this kind of decision making can be easily abused, and care must be taken by those in authority not trample on the rights of the group as a whole.

Majority rule: decisions arrived at through voting. Those on the losing side of a vote may have little commitment to the decision, so this style of decision making is best used with decisions of lesser importance.

By minority: decisions made when fewer than half of the members are involved. A task force or committee decision is an example. A council should decide ahead of time whether a task force or committee will have the authority to make final decisions. Granting this authority may prevent the full group (including those who have not studied the issue) from wasting time "rehashing" the question. The cost, however, may be that some members do not support the decision.

Averaging individual opinions: decisions arrived at by polling individuals for their opinions. The opinion expressed most frequently becomes the decision of the group. This process is somewhat like majority rule except that no discussion occurs and the decision can be made by any combination of numbers in the group.

Consensus: decisions arrived at after thorough discussion of all possible alternatives, where everyone has had plenty of opportunity to be heard, and where, ultimately, everyone believes that the final choice is the best that can be made under the circumstances. This style of decision making can take a long time, but it empowers and educates the team and creates the highest commitment, so it is the style most appropriate for important decisions.

Examples:

The following are two common decision-making situations, along with a discussion of the most appropriate methods for arriving at those decisions.

A school advisory council must make a decision about how to use school survey data that has been collected.

The most appropriate way to arrive at this decision is by consensus. Other methods could create a situation in which some council members would have little stake in the outcome. It is extremely important that the entire council agree on the actions it will take toward school improvement, and it is worth spending the time it takes to arrive at a consensus. Deciding how data will be used is one of those actions. [Consensus]

An education committee chairperson receives a call from the local newspaper education reporter. The reporter has asked to attend the next meeting of the group.

The Freedom of Information Act requires meetings to be open to anyone who wishes to attend. Established meeting times should be included in bylaws. Therefore, the only action needed here is to inform the reporter of the meeting time and location. (Better yet, the media should be notified of meetings on a regular basis.) [Authority]

Effective decisions have five important characteristics:

1. ***The ideas and talents of the members have been well used in arriving at decisions.*** The topic has been fully discussed, and everyone has had an opportunity to give input.
2. ***The time spent arriving at decisions has been well used.*** All the pertinent data has been presented and analyzed. The group has remained focused on its goal and there has been little "wheel-spinning."
3. ***The decisions are correct.*** In other words, the decisions accomplish what the council set out to do. Sometimes, it takes a while to determine whether this criterion has been met.
4. ***The decisions are acted on by group members.*** The members are committed to decisions and take whatever actions are needed to ensure that decisions are implemented.
5. ***The decision-making ability of the group is improved.*** The decision-making process was a learning experience for the council.

(Hansen, 1989)

Open Communication

Good communication is vital to successful collaboration: the importance of clearly expressing expectations and understandings cannot be overemphasized. Communication about ideas, feelings, and values requires collaborators to practice good listening skills and to be sensitive to the intent of a contribution as well as the content (McNulty & Soper, 1983). Meaningful communications between representatives of service agencies are complicated by differing professional jargon used by participants (Guthrie & Guthrie, 1991). Dunkle and Nash (1989) caution collaborators to avoid jargon and to make every attempt to use generic terms.

Communication of information to all participants is also important, but such communication can be difficult to coordinate. Hord (1986) recommends the use of various levels of communication so that clear information is guaranteed to reach all interested parties. Building in a protocol for communication or appointing a coordinator may be needed to ensure that information is distributed in a timely and effective manner. Confidentiality policies can also affect the degree to which agencies can communicate information.

Quality discussion is dependent upon the smooth and uninhibited flow of information among the members.

DO	DON'T
✓ Use terminology understood by all ✓ Practice active listening through reflection ✓ Use clear and direct language ✓ Use brief, concise statements ✓ Respect other speakers ✓ Share information with all group members	⊗ Use jargon ⊗ Resist the comments and ideas of others ⊗ Disguise statements ⊗ Share lengthy personal anecdotes ⊗ Interrupt others or have side conversations ⊗ Withhold relevant knowledge

Activity 9

Tools for Collaboration:

	NOTES
✓ Active Listening	
✓ Brainstorming	
✓ Brainwriting	
✓ Clarifying Roles	
✓ Fist to Five	
✓ Reaching Consensus	
✓ Ground Rules	
✓ Group Problem Solving	
✓ Nominal Group Technique	
✓ Perception Gathering	
✓ Process Agreements	
✓ Recording on Charts	

Definition of Tools

Active Listening: A communication skill used to enhance understanding and clarify communications. The listener reinforces and clarifies conversation by paraphrasing or restating in different words and parroting or repeating the same words.

Brainstorming: A technique used to generate input and ideas from groups. The general rules for brainstorming are to be creative, to build on others' ideas and thinking, to defer discussion and evaluation of ideas during brainstorming, and to accept all ideas. As ideas are generated, they are captured on a chart or in notes.

Brainwriting: A form of brainstorming in which participants write ideas on cards or charts, rather than just discussing them. This tool is most effective for involving all group members, even the quiet ones, and for assuring an equal opportunity for participation. A variety of techniques may be used (e.g., (1) post charts, with a single issue or question, around the meeting room. Participants move between the charts writing their reactions to each issue or question, (2) write an issue or question on a 5 x 8 card. Pass the card around the group for reactions. Use large sticky notes on which participants write ideas. Post them on a chart.).

Clarifying Roles: Clearly established responsibilities ensure that all duties will be accomplished and the work of the group will be supported. Team roles may include leader, facilitator, recorder, observer, sub-group leader, and participant.

Fist to Five: A quick and simple method to survey a group and determine the status of their thinking on a particular issue. Participants are asked to reflect on their position on an issue and raise their hands with either five fingers up to show full support (I love this idea!), or a closed fist to show complete disagreement (I can't live with this idea!). Participants may also raise one to four fingers to indicate more or less support for the idea. This is a good tool for clarifying the group's position, identifying those members who do not agree with the group, and avoiding a "winner-loser" voting situation.

Reaching Consensus: Consensus is a group decision-making method in which all participants accept the decision and agree to work for implementation. Any of a number of techniques and tools may be used to gain consensus. However, there must be a group agreement to use the consensus method and an agreed upon alternative in case the group cannot reach consensus.

Ground Rules: A set of agreed upon guidelines for the work of the team. Clearly stated ground rules should be a first step in the collaborative process, should be continuously in view of the group, and should be reexamined frequently.

Group Problem Solving: A process used by a team to examine an issue or topic, articulate a problem statement through shared perceptions, and generate possible solutions. Agreement must be reached on the true problem and its root causes before solutions are generated.

Nominal Group Technique: Any of a variety of processes that start with a small, targeted group and, through a step-by-step sequence, involve more people until the full group is participating.

Perception Gathering: A technique used to solicit group perspectives, feelings, and knowledge regarding specific topics or issues. Open-ended questions are used such as, "What do you know about this?" and "What do you feel about this?"

Process Agreements: Any agreement made by the group about how the work of the group will be conducted. This might include ground rules, decision-making methods, agendas, or action plans. These agreements will help to keep the group on task.

Recording on Charts: A method for capturing all discussions, brainstorming, and problem-solving sessions on charts so that they are displayed for the entire group. Charts are used to avoid misunderstandings during the process, provide for accountability, and document outcomes of the team's work.

For further information on team building and collaboration, see Appendix F.

Barriers and Strategies:

Strategies for Success

With every collaborative effort, there will be stumbling blocks or barriers. If the team can identify potential problems, strategies can be developed to overcome anticipated barriers before they undermine the success of team efforts. Bebe Fearnside, supervisor for the Preschool Liaison Program in Alachua County, Florida, offers the following advice for dealing with barriers to effective collaboration:

- ***Recognize success early on***. Everybody needs to be told that they do something best. Everybody needs to feel they are needed.
- ***Ask for help***. Let service providers know they will not be put out of business or have their programs cut when everyone starts to help each other. There are a lot of needs to be met and plenty of work for everyone who wants to be involved.
- ***Seek the necessary support.*** The biggest building blocks are having a system that supports you, having a school board that supports you, and having a community that supports you. If you believe in what you are doing with young children, you can convince anyone that it is the right thing to do.
- ***Seek input to create the vision.*** Ask the question, "Where do we, as a community, want to be two years from now, five years from now, ten years from now?"
- ***Set priorities.*** Take your list of goals and ask collaborators to pick the three or four that are most critical. Focus efforts on these priorities; success will empower and energize the group to tackle other goals.
- ***Be creative.*** Use funds to meet your goals but avoid letting the funding drive your programs. Look for other kinds of resources such as volunteers and in-kind contributions.
- ***Identify personnel strengths***. Pool and survey your resources of time and talent, and match people's strengths to the various tasks at hand.

- ***Take risks to do things differently***. For example, we needed to extend our resources to more than 500 children in the program, so we had to take a few risks to change the rules. We began by allowing child-care providers to purchase supplies through the school district's fiscal distribution center and use the film library. If you want to provide medical services to children, become a Medicaid provider. You talk about taking a risk? That's taking a risk.

- ***Avoid the barriers in your own way of thinking***. Some of these barriers are thinking the way you always thought, looking for an excuse not to do something, finding a rule that you say you just can't possibly break, complaining about never having enough money (and that's the reason you don't do the job), and saying families don't care. That's the major cop-out.

Land Mines to Avoid

- Acting before partners establish a sense of trust and ownership in a shared vision.

- Losing momentum by not knowing when it is time to move one. Building a base of common knowledge, for example, can continue as the process moves forward.

- Failing to celebrate the trust, ownership, and shared vision that have been built.

- Avoiding conflict and "papering over" disagreements in an effort to reach a quick consensus. A critical sense of ownership and common purpose grows out of the struggle to use conflict and differences of opinion constructively.

- Not seeking input from consumers when conducting community assessments.

- Compiling indicators that do not reflect the performance of all partner institutions.

- Achieving only compliance with the vision, rather than commitment to the realization of a shared vision.

(Melaville, Blank & Asayesh, 1993)

Activity 10

Barriers and Strategies

What barriers exist that might inhibit the team's efforts to successfully achieve the ideal results? List strategies you might use to overcome barriers (see Appendix G).

Barriers	*Strategies*

Recognizing Sabotaging Behaviors

Blocking:

- — Being negative and stubbornly resistant
- — Disagreeing and opposing without or beyond reason
- — Attempting to maintain or bring back an issue, direction, or task after it has been rejected or bypassed

Attacking:

- — Deflating the status of others
- — Expressing disapproval of the values, acts, or feelings of others
- — Attacking the team, the leader, or the problem being worked on
- — Joking aggressively
- — Trying to take credit for another's contribution

Being Playful:

- — Displaying lack of involvement in the team's efforts by cynicism, nonchalance, horseplay

Seeking Recognition:

- — Boasting, reporting on personal achievements
- — Acting in unusual ways
- — Struggling to prevent being placed in an "inferior" position

Deserting:

- — Withdrawing in some way
- — Being indifferent, silent, aloof, excessively formal, day-dreaming
- — Deliberately doing tasks that are unrelated to team's functions and goals (i.e., grading papers, knitting)

Pleading Special Interests:

- — Speaking for the "grass roots" and the "community," the "poor children," etc.
- — Cloaking one's own prejudices and biases in the stereotype which best fits selfish, individual needs

Dominating:

- — Asserting power or superiority to manipulate the team or certain members of the team by flattery
- — Asserting a superior status or right to attention
- — Giving directions autocratically
- — Interrupting the contributions of others

(*Guidelines for Effective Teamwork*, 1984)

Conflict Resolution:

When barriers or stumbling blocks have been identified, or sabotaging behaviors begin to appear, it will be necessary to implement skills and strategies that reduce or resolve conflict. It is important to understand that conflict within a group is not inherently bad. In fact, in an effective, productive team, disagreements are expressed openly and freely. These disagreements, however, are dealt with effectively and in positive and supportive ways. Disagreements are understood to be differences in opinion, not manifestations of hidden agendas.

There are several positive strategies for addressing conflict that will support feelings of trust and credibility among team members:

1. Allow resistance to come out. Listen to members' concerns and accept differing points of view.
2. Look for the common ground of understanding, shared perceptions, and similar values.
3. Honor and deal with resistance respectfully.
4. Ask questions and listen to opposing opinions and feelings.
5. Respect a member's right to feel the way he/she does.

(Kaset International, 1988)

Approaching conflict with these strategies and using some basic tools for building agreement within a group will help a team deal with conflict effectively. When conflict arises among team members concerning a particular situation or idea,

✓ Share perceptions of the situation. This sharing should be free from judgments made by others in the group and should involve a concerted effort to find a common ground of understanding.

✓ State the real problem. Using the shared perceptions, try to reach agreement on the issue or issues that lie at the root of the disagreement.

- ✓ Work to determine when, where, how much or how often the problem or issue occurs.
- ✓ Ask a series of "Why?" questions to ensure that the cause of the problem is determined--not just the symptom of the problem. For example, the problem may appear to be that a supply-storage space is too cluttered. However, the real problem is that no one was ever trained on how to make projections when ordering supplies. The problem is inadequate job training--not a cluttered closet. The cluttered closet is a symptom of the real problem.

(Interaction Associates, 1988)

Activity 11

Us vs. Them

During the course of your work day, you have probably heard yourself say, "If it weren't for them, I'd be able to . . . " Who do you identify as "them?" Spend a few minutes within your team and generate some examples of common "Us vs. Them" situations. For example, if teachers are the "us," sometimes administrators are the "them."

US	THEM

Source: Faye Johnson, SERVE

Reflect and Write . . .

Module IV: Action Planning

- **Purpose**
- **Objectives**
- **Things to Consider**
- **Planning the Work**
- **Formalizing Partnership Agreements**

Module IV: Action Planning

Purpose:

To understand and demonstrate skills necessary for planning an effective collaborative partnership.

Objectives:

1. Develop an effective action plan
2. Learn how to document and disseminate team plans
3. Understand how to formalize partnership agreements

Things to Consider:

1. Who will take responsibility for organizing planning sessions?
2. Where will meetings be held?
3. Who will facilitate the meeting?
4. What information or resources are needed?
5. Do team members have the necessary skills for planning together?
6. What planning guide, format, or process will be used?
7. How can we ensure that the plan is realistic and that it can be accomplished?
8. How will support for the plan be developed?

Planning the Work:

Once a collaborative has been established, there are steps to be taken and tools to be used in planning for action. A plan that establishes joint goals and objectives, along with steps for achieving them, is critical to a successful effort. The time spent developing and gaining consensus on a plan to guide team efforts is time well spent.

Different models may identify (with different names) the steps in developing a plan; among these steps there are tasks to be accomplished. A good action plan might include

- a purpose
- goals and objectives
- activities and tasks to accomplish goals and objectives
- designated responsibilities
- resources allocation
- a timeline

In addition, there should be plans for marketing and evaluation.

Assuming that a team has been formed, that teambuilding skills have been acquired, and that the vision or purpose is clear, the team is ready to take the next steps in formalizing an Action Plan.

Step 1 - Determine Goals and Objectives to be Accomplished
A well-functioning team has representatives with decision-making authority who can determine goals and objectives to be accomplished. These tasks involve collecting and analyzing data and reaching consensus about needs. Based on the results of information gathered through surveys, interviews, observations and discussions, goals, and objectives can be determined and prioritized.

Step 2 - Define the Activities to Accomplish Goals and Objectives
After goals and objectives are determined and listed, the team can define the activities or tasks necessary to accomplish these goals. These tasks should be determined after considering

- ✓ practicality (Is this a *reasonable* activity for the team to accomplish?)
- ✓ manageability (Is it a small enough task that it *can* be accomplished?)

- ✓ amount of time to accomplish (Can it be accomplished in the time we have?)
- ✓ relationship to need (Is it necessary to accomplish our purpose?)
- ✓ fiscal impact (How much will it cost, and is it worth it?)

Step 3 - Decide Who is Responsible for Each Task

Good action planning requires that all parties take responsibility for clarifying exactly who is to accomplish each task. If some actions are to be taken in sequence, the actions should be listed in the proper order. In order for the team to work effectively, tasks should be shared based on the expertise, resources, and availability of the team members. A well-functioning team has a balanced workload and utilizes the strengths of its members.

Step 4 - Divide Responsibility for Acquiring or Committing Resources to Accomplish Goals

Each representative group should specify the resources it can commit or acquire. Fiscal, human, material, and in-kind resources should all be listed in this section of the plan.

Step 5 - Design a Time-line

Once activities are determined, responsibilities are assumed, and resources are allocated, reasonable time lines should be determined and then adhered to. Regular meetings will be required to monitor progress. It is a good idea to develop a GANTT chart or some other means of monitoring the time-line. (See Appendix H for sample time-line development forms).

In order to facilitate action planning, use of a form is recommended. (See Appendix H).

Every effort to accomplish a task requires buy-in from those it affects. Careful attention should be given to communicating the action plan to all involved. As with any product, packaging is critical. Do not underestimate this step. Module V will offer ideas to consider when it is time to develop a marketing strategy.

Ongoing, regular review of accomplishments is also important to keep enthusiasm high. Such review will include an outcomes evaluation to determine the effectiveness of the actions taking place in the community and a systems evaluation to determine the effectiveness of the collaborative team. Both of these evaluations will have an impact on the Action Plan and may pinpoint activities in the plan that need to be altered. See Module V for more on evaluation.

Formalizing Partnership Agreements:

Interagency Partnership Agreements should be considered and implemented in conjunction with action planning. This written agreement between or among the involved parties serves as a formal contract and a visual reminder of the roles, responsibilities, and resources being committed by each party. Formalizing this partnership eliminates the chance for misunderstandings, duplications, or overlapping of efforts while serving as a vehicle for communication. It also allows for the use of common language and clarifies expectations to all parties. (See Appendix I for sample partnership agreement forms.)

Major concerns that should be addressed through a formal agreement are funding and budgeting. It is an indication of organizational commitment to the mission of the collaborative when resources--including time, staff, and money--are allocated to the project. New terms, such as blended funding, wrap-around funding, and braided funding, are emerging that describe collaborative funding processes.

Each collaborative will become a unique system, focused on unique issues, with a unique set of situational constraints. There is, quite simply, no right or wrong way to utilize funds, but there are restrictions on combining them. What should be remembered is that a true team process is not competitive within the group. The concerns of the larger group will outweigh those of individual partner members. Keep in mind that

- Careful attention should be given to all existing policies and regulations of each collaborative partner
- All contributions should be welcomed and utilized for maximum impact
- Agreements should be clearly written and disseminated to all members
- A creative approach to funding matters is crucial
- There are successful examples in operation

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Activity 12

Action Planning Worksheet

Task	Person Responsible	Due Date

Reflect and Write . . .

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Module V: Implementation

- **Purpose**
- **Objectives**
- **Things to Consider**
- **Taking Action to Implement the Plan**
- **Conducting Ongoing Evaluation**
  - ***Outcome-Based Evaluation***
  - ***System-Based Evaluation***
  - ***Methods for Collecting Data***
- **Public Awareness Plan**

Module V: Implementation

Purpose:

To identify and practice strategies for achieving, implementing, and evaluating the team's collaborative efforts.

Objectives:

1. Identify a system for continuous improvement of the team's productivity
2. Learn effective strategies for follow-up, evaluation, and dissemination of the team's outcomes
3. Learn how to gain "buy-in" from key stakeholders

Things to Consider:

1. Who will take responsibility for the plan's implementation?
2. What can be done to ensure that the team's objectives are accomplished?
3. Should working committees or task forces be established to help accomplish the team's plan?
4. Could an advisory committee be an asset to the team in its work?
5. What procedures should the team put in place to ensure continuity of leadership over time?
6. What procedures should be established to add new members to the team?
7. What steps can the team take to maintain its energy?
8. How will the team know when its work is successful or the action plan needs to be revised?

(Imel, 1992)

Taking Action to Implement the Plan:

When the interagency team reaches consensus on the written plan, it is time to take action to implement that plan. Imel recommends that the team consider using the following strategies to ensure that the plan becomes fully operational:

Strategy	Why?
Hold regular meetings	To sustain the feeling of a common mission among the team To promote collaboration and communication
Request progress reports	So team members feel the work is moving forward So there is a sense of accountability
Use task forces or committees	To accomplish the work more efficiently To broaden community support by providing opportunities for people outside the team to become active in accomplishing the work
Use timelines as a guide	To guide the work of the team To help evaluate the success and level of implementation of the action plan
Create an advisory committee made up of community representatives	To help implement the action plan To gain access to additional resources To gather insights from non-team members into aspects of the team's work

(Imel, 1992, p. 15)

It is also important for the team to develop a system that ensures that the momentum felt at the onset of the project is sustained:

System components	Why?
Rotating the leadership role	To sustain the team's vision To sustain energy and enthusiasm
Sharing success stories	To heighten the team's awareness of its accomplishments To remind the team that it is involved in a worthwhile project
Regularly updating the action plan	To provide team members an opportunity to reflect on the roles To evaluate the work of the team
Expanding or changing the membership of the team	To provide for ongoing infusion of new ideas To provide team members with a break To provide for the inclusion of additional agencies

(Imel, 1992, p. 15-16)

Conducting Ongoing Evaluation:

Once the team has begun implementing the action plan, it is time to reflect, collect data, and make adjustments. Evaluation looks at the successes and pitfalls of the activities carried out in the community (outcomes evaluation) and at the effectiveness of the collaborative partnership (systems evaluation). Documenting, measuring, and reporting on efforts as you work through a collaborative partnership serves not only as a record of accomplishments, but as an especially important step if you will be seeking financial or political support. Plans for evaluation should be made while the action plan is being developed so that data collection instruments can be developed and ready to use at the launching of the plan.

Outcome-Based Evaluation

In order to find out the level of effectiveness of the activities carried out through the action plan, it will be important to develop an evaluation design that answers the following questions:

1. Are the services reaching the intended target population? How has this changed since implementation of the action plan?

2. What services do customers receive that they did not receive before?

3. How has service delivery changed?

4. How has collaboration changed the relationship between the agencies involved in the collaborative partnership and the identified customers?

5. Have programs been implemented as planned? If not, what happened or what new information arose that altered the plan? Did barriers prevent implementation? What were they? Were these barriers overcome? If so, how were they overcome?

6. Do established policies and procedures for service delivery serve their purposes or simply get in the way of delivery?

System-Based Evaluation

In order to find out the level of effectiveness of the collaborative partnership, it is important to develop an evaluation design that answers the following questions:

1. How is collaboration, including the collaborative's governance structure, working?

2. How are partners upholding interagency agreements, sharing resources, and putting new patterns of service delivery in place?

3. How are partners identifying and addressing system-level barriers?

4. What other changes, either across agencies or within individual agencies, has collaboration produced?

(Melaville, Blank & Asayesh, 1993, p. 49)

(For examples of evaluation instruments, see Appendix J.)

Methods for Collecting Data

There are many ways to collect data to determine the effectiveness of the collaborative team and its activities. Some ideas include

Data Source	Tools
Individual self-reports and personal products	Self-reports such as diaries, checklist, inventories, rating scales, questionnaires, and interviews; and personal products such as work samples
Independent observation	Written accounts; observation forms such as observation schedules, rating scales; and checklists and inventories
Existing information resources	Public documents such as proposals and reports; group files such as fiscal resources and minutes of meetings; and personal files such as correspondence

(Worther, Sanders & Long, 1987, p. 236)

For examples of these types of evaluation instruments, see Appendix J.

Public Awareness Plan:

Whenever a new venture is started, a marketing strategy or plan should be developed to inform or educate the stakeholders in the larger community. After all, gaining community support is imperative to the success and longevity of the collaborative team. Spreading the word about the work you are doing and the services you are offering are important steps to success. In order to market your efforts, consider the following:

1. Target the audience you want to reach. Be sure to include all those who will benefit from the work of the collaborative.
   - If you have formed a partnership between an agency and a school, you might want to invite both groups to a joint meeting at a school function (such as a PTA meeting) to present information.
   - If you are establishing a community collaborative, you may want to hold a "town meeting" with a question-and-answer session.
   - If you are seeking to inform the public about your efforts to solicit their support, you may want to consider a news article in the local paper.
2. Determine what needs to be accomplished.
   - In most cases, you will want "buy-in" to your work. This means you will need to provide plenty of information, let the stakeholders know how it will benefit them, and solicit their support and involvement.
3. Decide what and how much information you can provide.
   - Stakeholders outside the team do not need all the information you hold; they need to know the purpose of the collaborative, what the goals are, the benefits to clients, and their role(s) as a stakeholder. You may be asked to provide information about meeting dates and times and to prepare progress reports.
4. Determine the best strategy for communicating information to the target audience.
   - The size, interest, involvement, and culture of the audience you desire to reach will dictate the media you use. In some instances, communication is informal and verbal. In other instances, it is communicated through a public awareness campaign, a media blitz, a newspaper article, a newsletter, or a scheduled meeting.
   - It is important to have symbols and logos to identify the work of the group.

Activity 13

Logo Activity

You are a member of a collaborative team for improving services for young children and families. Design a logo to represent the mission and membership of this team. What symbols can you use? What is the name of the team?

Reflect and Write . . .

Module VI: Building Capacity

- Purpose
- Objectives
- Things to Consider
- Reaching Out
- Creating Policy
- Empowering the System

Module VI: Building Capacity

Purpose:

To understand how to develop a proactive collaborative culture and leverage the networking capacity of partners.

Objectives:

1. Enhance the collaborative leadership skills of partners
2. Understand the value of, and develop strategies for, establishing a formalized policy system
3. Learn to interpret and model collaborative skills to all partner organizations.

Things to Consider:

1. Is the collaborative ready to adapt and expand its working model to other issues or organizations?
2. Are there strategies for developing leadership within the membership and the larger community?
3. Have inservice training programs been identified and promoted that develop and support collaborative skills?
4. Is the collaborative ready to reach out to other agencies such as universities and colleges, policymaking groups, and professional organizations in order to build systemic and lasting change?
5. Has the collaborative formulated long-range plans for continuation of the work of the team?
6. Have funding sources been identified?
7. Has a governance system been established?
8. Are the partners working to enhance the collaborative culture throughout their individual organizations and throughout the community?
9. Is the collaborative continuing to reflect the vision and mission of the team?
10. Is there frequent opportunity to evaluate and celebrate progress toward goals?

Reaching Out:

> "It's not mere replication of models we're after; it's replication on the needed scale, and that means systems change. If we are to provide truly responsive, truly effective services for much larger numbers, we must go from moving models to moving mountains." (Lisbeth Schorr, 1988)

The last stage in establishing a collaborative begins when the collaborative process becomes standard operating procedure and permeates the organizations involved. During this time, the collaborative partners reach out to other colleagues and organizations to engage them in the process. The partners are empowered to not only carry forward the efforts of the collaborative by building organizational commitment, but also to create lasting systemic change.

As changes become *institutionalized* or incorporated into the accepted day-to-day operational style of the collaborative, individual partners will gain confidence in their collaborative skills; the work of the collaborative will be recognized for its successful results; and collaboration, as a process, will be recognized as successful. Capacity building can be viewed on three levels:

1. Enhancing the skills of the individuals and partner organizations of the collaborative

2. Building frameworks for continuation of the work of the collaborative (including policy and governance systems)

3. Enlarging the sphere of involvement and influence of the collaborative

Saxl, Miles, and Lieberman (1989) include the following as skills related to personal development:

- Assuming new leadership roles (e.g., mentor, committee chair, process facilitator, "intervener," negotiator)

- Becoming reflective about one's work

- Learning to serve as a resource for others (e.g., peer coaching, contributing to a plan, contributing specific expertise)

Additionally, they have listed related skills for organizational development:

- Establishing and using appropriate group procedures (e.g., setting agendas, using problem-solving and decision-making techniques, giving feedback within groups)
- Taking responsibility for activities and monitoring plan implementation
- Acquiring resources and using them to the best advantage
- Creating and adopting new improvement initiatives (e.g., grant-writing, forming linkages, networking with like-minded staffs)

> "Without confidence and support, [collaboratives] are unlikely to experiment and ultimately master the skills that undergird the . . . improvement and professional development process. This dual emphasis-building skills and confidence- emphasizes the task and relation aspects of the role [of collaborative partners]. [These principles can be applied] by getting to know staff members as individuals; by tailoring ideas, materials, and support to individual needs; and by helping individuals to gain confidence in their ability to master new approaches." (Saxl, Miles & Lieberman, 1989, p. 217-218)

> "Collaborative leadership requires developing a new notion of power and learning that the more power and control we share, the more we have to use." (Jacobsen, 1993, p. 79)

As partners plan to expand the sphere of involvement and influence in order to implement the collaborative strategies, they should be able to

- Work with people possessing various perspectives in different systems
- Communicate across organizational boundaries and with every part of the community
- Build and expand commitment to a shared vision
- Confront tough issues creatively
- Nurture leadership in others
- Appreciate cultural differences
- Deal constructively with the tension created by diversity

(Melaville, Blank & Asayesh, 1993, p. 79)

Creating Policy:

An effective governance structure must be established to ensure that the collaborative can take a leadership role, gain recognition and support from the larger community of organizations, and provide accountability for the outcomes of the team's work. The following questions should be addressed:

- Does the collaborative have the authority to make decisions that cut across the education, human service, social service, health, juvenile justice, mental health, child welfare, and other service domains?
- Does the collaborative have a sufficient mandate from the local and state levels to perform its role in planning and implementing service delivery-level and system-level changes?
- Can the collaborative facilitate new patterns of funding and decision making, new forms of front-line practice, new requirements for sharing client information, and new requirements for sharing information and program performance data?

Options for establishing a governance system might include oversight by a targeted government agency, an advisory council of community leaders, an interagency council, or a board of directors from member organizations. Along with decision making/advising, the governing group would also be expected to work toward long-range tasks such as

- Increasing public awareness of the collaborative's existence
- Building legitimacy for its decision-making role
- Expanding public support for its goals and objectives

(Melaville, Blank, & Asayesh, 1993)

Empowering the System:

Key Indicators of Probable Institutionalization

- ✓ High-quality implementation
- ✓ Well carried-out, clear results
- ✓ Credible, integrated evaluation
- ✓ Good perceived "fit" with local needs and culture
- ✓ Increased commitment and political support; decreased resistance
- ✓ The presence of a powerful advocate or sponsor
- ✓ A collegial, professional climate
- ✓ Clear planning and decision making about continuation by collaborative partners and member organizations
- ✓ Organizational changes supporting continuation (roles, budget, procedures)
- ✓ Reducing, consolidating, or eliminating competing programs
- ✓ An adequate resource pool of local people who can provide assistance
- ✓ Tie-in to other change efforts, staff development, innovations, and new programs
- ✓ Tie-in to member organization vision and goals
- ✓ Networking and peer support

(Assisting Change in Education, 1989)

Activity 14

Steps Toward Building Capacity:

A. Describe the collaborative you wish to establish or maintain. What key elements can you identify that should be made common practice within the team and within the member organizations that could support the growth and development of the collaborative?

Structures (roles, groups, meetings):

Process and procedures (methods, ways of doing things):

Key behaviors that support continuation of the work of the team:

Key attitudes:

B. List all the factors that might threaten or block the continuing capacity of the collaborative (e.g., lack of funds, change in priorities, personnel turnover, other pressures). List strategies for dealing with those factors.

Factors	**Strategies**
As an individual	
At the team level	
At the member organization level	
At the community level	

C. Are there other individuals or organizations who might be interested in joining the collaborative?

List:

List strategies for getting them "on board:"

Reflect and Write . . .

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Activity 15

What Next?

What commitments are you willing to make to work toward the establishment, growth, and success of your collaborative group?

Action	Due Date

Signature: ______________________________ Date: __________________

APPENDICES

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APPENDIX

A

Creative Activities

3 Questions

Materials: None

Purpose: To introduce members within a team

Directions: Prepare any three questions with three possible responses for each. For example:

What is your favorite vacation spot?
mountains, beach, or at home

What is your favorite dessert?
chocolate cake, apple pie, or strawberry ice cream

What is your favorite color?
red, yellow, or blue

Have participants prepare to make a "forced choice." Direct them to choose a response and go to an assigned area of the room based on their response. Have them look at the other people who made the same choice. Repeat this each time--having them note those with the same preferences. Point out that even though they may not know each other, they have much in common. See if any two (or more) people had the same preferences all three times.

Be a Working Machine

Materials: None

Purpose: To understand and demonstrate the importance of teamwork

Directions: Divide participants into teams of 4-8 members. Direct each team to represent a well-oiled machine. State the following rules:

Each member must be a part of the machine.

The team must be able to tell why they are that machine and why each part is important.

Team members must be able to demonstrate to the group how their team works.

Following each team's demonstration, discuss the process they went through to be a working machine. (Clarify the task, communicate, have a vision and purpose; make a plan; and work together for a product.)

Shield Activity

Materials: A family shield (flag, poster, etc.)
Shield handout

Purpose: To introduce people within a group

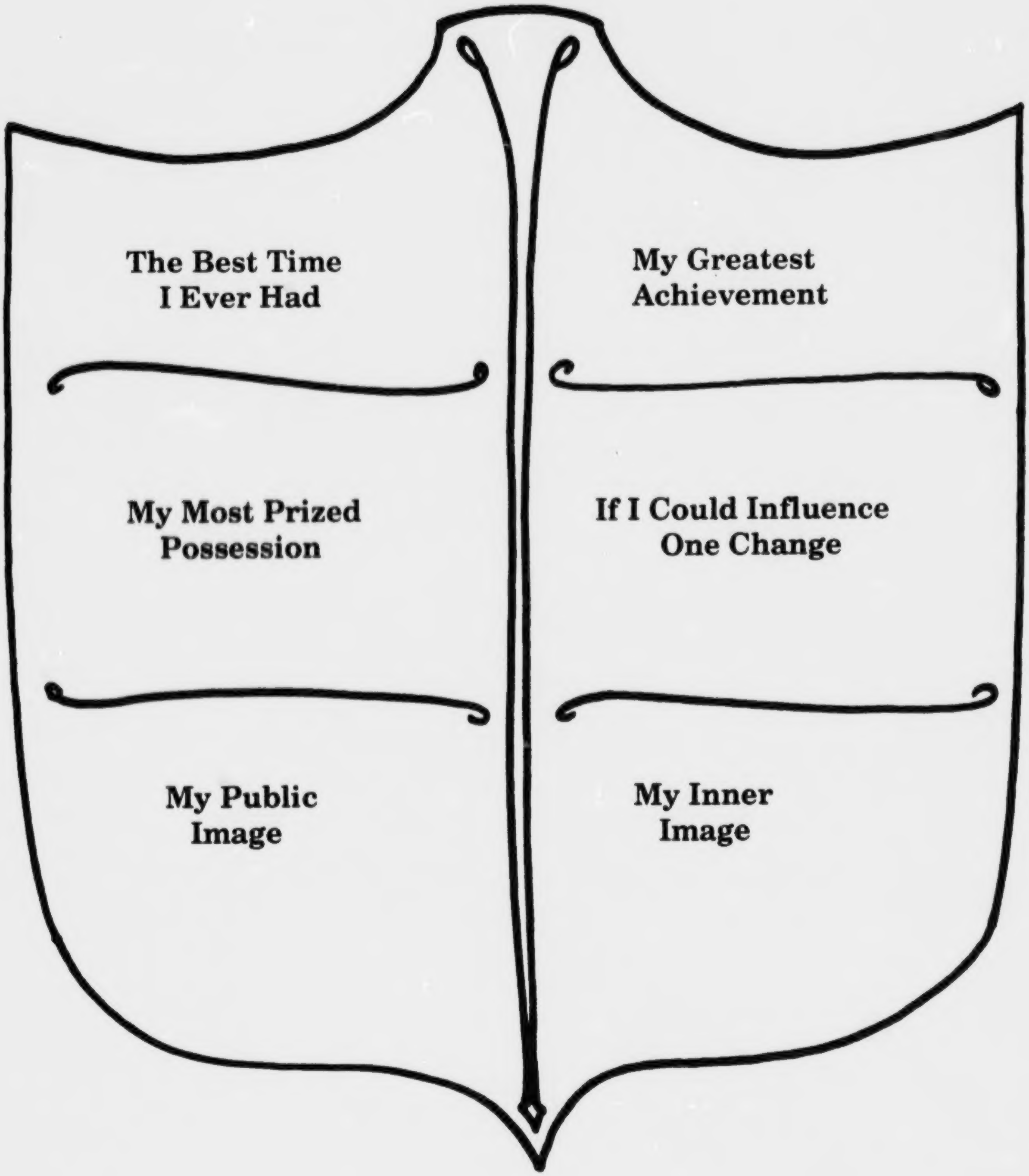
Directions: Introduce the activity by having the group briefly discuss the purpose of a family shield. What does it tell you about the family? How do people feel about the sample family shield? How does it help others recognize the family? What do the symbols/pictures mean on a shield?

Give each participant a copy of the handout and ask them to take a few minutes to write down something to share about themselves in response to each section on the shield. This is an individual activity--no discussion yet!

Have group members discuss with a partner what they wrote on their shield.

Ask each person to introduce their partner by giving their partner's name and something they learned about their partner from the shield.

Shield Activity


The Best Time I Ever Had
My Greatest Achievement
My Most Prized Possession
If I Could Influence One Change
My Public Image
My Inner Image

Map of the United States

Materials: None

Purpose: To introduce people within a group

Directions:. This activity allows people to move around and to "show" something about themselves. It is best for diverse groups of strangers.

Designate north, south, east, and west in the room. Pretend the room represents the United States.

Ask people to stand in the approximate location of the city where they were born. (Provide a spot for people born outside the continental U.S.)

Invite them to introduce themselves to a person nearby, telling that person where they were born.

Ask them to move to the city where they obtained their first career job.

Again, ask them to introduce themselves to another person, to describe the job, and name its location.

About Me

Directions: Complete, then share with your neighbor.

Kind of animal that describes you	**Birthday Month**	**Last movie you've seen**	**Favorite music group**
Your dream car	**Sport you most enjoy watching**	**Your height**	**An adult you really admire**
The length of time you take in the shower	**Your favorite cartoon**	**Something you were afraid of when you were little**	**Your favorite movie star**
Your first choice in breakfast cereals	**Your middle name**	**Your pet peeve**	**Your favorite subject to study**

Noah's Ark

Materials:	Sets of 3 x 5 cards with famous pairs listed: Ying and Yang, Tom and Jerry, Adam and Eve, Mutt and Jeff, Butch Cassidy and the Sundance Kid, and others
Purpose:	To introduce members within a group
Directions:	Prepare a series of "matched set" cards Shuffle them and deal one card face down to each participant On a signal participants turn the cards over, then get up and search for their "partner." When they meet, they interview each other and introduce their partner to the group using their fictitious name and their real name.

A-Z Body Search

Materials: List of items beginning with each letter of the alphabet.

Purpose: To introduce members within a team

Directions: Select a scribe to record item name, per letter.

Divide participants into teams of 4-6 members. Set a time limit. Give each team a list of items (e.g. a=aspirin, b=ballpoint pen, c=coin) for each letter of the alphabet.

Each team must assemble the items on the list from among their members. If they do not have the item, they must substitute something with that letter. They may not utilize resources other than their own team. There may be no duplications, and no body parts used.

Flexing the Mind

Materials: Worksheet handout or transparency

Purpose: To cooperate to solve a problem

Directions: Each equation contains the initials of words that will make it correct. Find the missing words. **For example,** 26 = L. of the A. would be 26 = Letters of the Alphabet. First try individually, then try collaboratively.

26 = L______ of the A__________

7 = W______ of the W__________

1001 = A________ N__________

12 = S________ of the Z__________

54 = C________ in a D____ (with the J________)

9 = P______ in the S________ S__________

88 = P__________ K__________

13 = S__________ on the A________ F__________

18 = H________ in a G______ C________

90 = D______ in a R______ A________

200 = D__________ for P________ G___ in M________

8 = S__________ on a S______ S__________

3 = B____________ M________ (S___ H___ T___ R___)

4 = Q________ in a G__________

24 = H________ in a D__________

1 = W__________ on a U________

5 = D__________ in a Z___ C_____

1000 = W________ that a P________ is W_______

29 = D______ in F________ in a L______ Y________

Flexing the Mind

(Answer Sheet)

26 = Letters of the Alphabet

7 = Wonders of the World

1001 = Arabian Nights

12 = Signs of Zodiac

54 = Cards in a Deck with Jokers

9 = Planets in the Solar System

88 = Piano Keys

13 = Stripes on the American Flag

18 = Holes in a Golf Course

90 = Degrees in a Right Angle

200 = Dollars for Passing Go in Monopoly

8 = Sides on a Stop Sign

3 = Blind Mice (See How They Run)

4 = Quarts in a Gallon

24 = Hours in a Day

1 = Wheel on a Unicycle

5 = Digits in a Zip Code

1000 = Words that a Picture is Worth

29 = Days in February in a Leap Year

This test does not measure your intelligence, your fluency with words, certainly not your mathematical ability. It will, however, give you some gauge of your mental flexibility and creativity. In three years, we've found few people who could solve more than half the 14 questions on the first try. Many, however, reported getting answers long after the test had been set aside--particularly at unexpected moments when their minds were relaxed; and some reported solving all the questions over a period of several days.

Juggling Marshmallows

Between home and work, do you sometimes feel you have so many roles and duties that you feel you need to learn to juggle?

Materials: A bag of marshmallows

Purpose: To understand the need for working together to help each other

Directions: Give each participant one marshmallow. Ask them to practice tossing it up and catching it for a few minutes until they are comfortable with their marshmallow. Pair the participants and ask them to drop one marshmallow and toss the other back and forth until they are comfortable. Next ask them to toss two at the same time between them.

When the pair is comfortable with two marshmallows, combine two pairs to make a group of four. Drop all but one marshmallow. Toss the marshmallow across the circle, then to the right, across the circle again, and back to the first person so that everyone has a turn and a pattern is established. When the group is comfortable with the pattern, add in more marshmallows until the group has all four going.

Lastly, combine two groups of four to make a group of eight. Drop all but one marshmallow. Ask the group to toss the marshmallow across the circle to establish a new pattern in order to get eight marshmallows going at the same time.

As the group tries to establish a new pattern, it will run into an unexpected dilemma. Each time the marshmallow goes around the circle, the pattern will change. Do not assist the group in solving the problem unless it begins to give up from frustration.

DEBRIEFING QUESTIONS:

- How did you feel tossing one marshmallow by yourself?
- Was it more difficult with two people/marshmallows?
- What happened when you moved to groups of four?
- What happened in groups of eight?
- What strategies did the group use to solve the dilemma?
- Did a leader emerge?
- Were you more successful alone, in a small group, or in the large group?

Source: Faye Johnson, SERVE

Humor Helps

Materials: A selection of cartoons without captions
Overheads
Overhead pens
Overhead projector

Purpose: To add humor and to help participants view the content of the workshops from a different perspective.

Directions: Provide a cartoon that has no caption. You can project it on the overhead, or you can have the cartoon printed in the handout.

Divide the participants into groups of 2, 3, or 4. Invite each group to write a caption or captions that result in the cartoon making a humorous point about the content of the training session.

Ask each small group to share their favorite caption.

Wordels

Directions: Solve as a team.

1 $\boxed{\text{SAND}}$	2 $\frac{\text{MAN}}{\text{BOARD}}$	3 $\frac{\text{STAND}}{\text{I}}$	4 R/E/A/D/I/N/G
5 $\frac{\text{WEAR}}{\text{LONG}}$	6 R ROADS A D S	7 T O W N	8 CYCLE CYCLE CYCLE
9 LE VEL	10 $\frac{\text{O}}{\text{M.S.}}$ Ph.D. B.A.	11 KNEE LIGHTS	12 $\frac{\text{IIII}}{\text{OOOO}}$
13 CHAIR	14 DICE DICE	15 T O U C H	16 $\underline{\text{GROUND}}$ FEET FEET FEET FEET FEET FEET
17 $\frac{\text{MIND}}{\text{MATTER}}$	18 HE/HIMSELF	19 ECNALG	20 DEATH/LIFE
21 $\frac{\text{GI}}{\text{CCC}}$ CC C	22 __PROGRAM	23 B L O U S E	24 J U You S ME T

Wordels

Answer Sheet

1 SAND BOX	2 MAN OVER BOARD	3 I UNDERSTAND	4 READING BETWEEN THE LINES
5 LONG UNDERWEAR	6 CROSS ROADS	7 DOWNTOWN	8 TRICYCLE
9 SPLIT-LEVEL	10 3 DEGREES BELOW ZERO	11 NEON LIGHTS	12 CIRCLES UNDER THE EYES
13 HIGH CHAIR	14 PARADISE	15 TOUCHDOWN	16 6 FEET UNDER GROUND
17 MIND OVER MATTER	18 HE'S BESIDE HIMSELF	19 BACKWARD GLANCE	20 LIFE AFTER DEATH
21 GI OVERSEAS	22 SPACE PROGRAM	23 SEE-THRU BLOUSE	24 JUST BETWEEN YOU AND ME

Stop the Music!

Materials: Question cards, music.

Purpose: To energize a group after lunch.

To enable participants to relax and to get acquainted.

Directions: Prepare questions (one short question on each card) about the organization or topic being taught.

Set up the meeting room in your favorite style, with extra space around each chair. (When starting the exercise, remove all extra chairs and one more.)

Describe the activity to participants. Have the participants walk around the room while you play up-beat music. After 20-30 seconds, stop the music. The participants should now all scramble for chairs. The lucky person left standing gets a card to answer.

Remove one chair and continue playing for 4-5 more turns.

Source: Ginger D. Derekson, Unlimited Futures Consulting, Owensboro, KY.

Wrapping it Up

Materials: Shapes cut to the measurements specified in step one of the directions. It is a good idea to use bright colors of papers and different colors for each shape. (One of each shape for each group.) Marking pens, masking tape.

Purpose: To provide a novel way to summarize the training session content and help participants develop a visual organization of some of the training content.

Directions: Give each group a triangle (approximately 15" per side), a circle (approximately 24" in diameter), and a square (approximately 15" per side); also give them a marking pen. Appoint a recorder and a poster.

Ask the small groups to discuss the information they have learned in the training session. They should determine what was/were the most significant point(s) made during the session. This item or items should be recorded on the triangle.

Then, they should determine what information from the session they think will stay around for a while. This item or items should be written on the circle.

Ask them to record on the square the information that has "squared" with their prior training and experience.

Invite the poster to post and explain their triangles one at a time. As they post the triangles, they can position them any way the wish. The triangles can be made into stars, arrows, etc.

Now post and explain the circles.

Finally, post and explain the squares.

Allow the group to scan and enjoy the visual composition of the "points," "staying arounds," and "squaring."

Compile a summary of the information and distribute it a week after the conclusion of the training.

APPENDIX

B

Videotape Review

Videotape Review

Identify one example of each continuity element from the videotape.

1. developmentally appropriate curriculum, instruction, and assessment
2. communication and collaboration
3. comprehensive, integrated services
4. systematic process of program evaluation and improvement
5. shared leadership and responsibility for decision making
6. personal and professional development
7. sensitivity to home culture and home language
8. education, empowerment, and involvement of families

NOTES:

Videotape Review

Answer the following:

How did the Birmingham, Alabama, schools improve curriculum continuity?

What collaborative activities did the Greenville, South Carolina, site demonstrate to overcome barriers to continuity for children and families?

How did children and families benefit from the collaborative efforts in the Gainesville, Florida, preschool program?

In Oxford, North Carolina, how did they use innovation to implement shared leadership and responsibility in order to improve continuity for young children?

What benefits were realized by children when the adults in the Conehatta, Mississippi, program demonstrated sensitivity to home culture and language?

What examples of effective teamwork were demonstrated by the Waycross, Georgia, program?

NOTES:

Videotape Review

Things to think about:

In what ways did these programs demonstrate collaboration for continuity?

How did they share resources?

How did they plan together with all adults involved in the care and education of children?

What evidence was there that they gave up something they valued to improve services?

In what ways were they involved in partnerships?

How do you know these programs had a vision?

What evidence did you see of planning together between or among partners?

How can these examples from the videotape assist you in your collaboration efforts?

What information do you still need about collaborating to improve continuity that you did not gain from viewing this videotape?

How can you use this videotape in your work?

NOTES:

APPENDIX

C

Vision

Getting the Vision

Think:

Imagine yourself looking down at your community ten years from now.

- What will learning areas look like?
- What will teachers be doing?
- What will students be doing?
- What will students be learning?
- How will students be learning?
- If you could interview some students about what the school has done for them, what would they say?
- How do teachers interact with students?
- How do teachers interact with other teachers?
- How are parents and community member involved ?
- How are people working together?
- How is education better than today?

Vision Statement

O'Farrell Community School
(A Magnet School for Academic Studies)
San Diego, California

We believe that

1. All students can succeed academically when given the opportunity to learn through active participation.
2. All students should receive the highest levels of academic education.
3. All middle level students needs to develop high standards of appropriate behavior.
4. Relevant fine and practical arts education enhances academic learning for the middle-level students.
5. Middle-level students need to learn their role as citizens in a global society.
6. Schools are responsible for providing the highest levels of curriculum in a variety of ways to learners.
7. Students learn best in cooperative relationships.
8. School is a place that should be sensitive to the needs of both children and adults.
9. Successful, responsible students become successful, responsible adults.
10. School is an extension of the child's family and community.
11. School personnel should address the academic, social, physical, and psychological needs of students.
12. Schools should provide state-of-the-art technology to enhance learning for students.
13. Students should participate in cross-curricular studies.
14. Parents, teachers, and community agencies should share in the educational decision-making process.
15. School should be structured to extend learning experiences beyond the school site and day.
16. The school environment must nurture the teacher as learner and researcher.

Source: School Strategies and Options, P.O. Box 1705, Lunenburg, MA 01462 (508)582-4217

APPENDIX

D

Mission

Mission Statements

Mission Statements

1. Empower everyone in the school community to assume responsibility for the ultimate direction of the school
2. Represent a commitment, a promise, and a guide against which actions can be decided
3. Represent a set of criteria against which progress toward purposes can be measured
4. Set the agenda for leadership in the building.

Schools that lack a clear sense of mission are characterized by aimlessness and high levels of dissonance. There is little harmony among staff members or between staff members and students. Discipline problems are more likely to occur because staff members lack a common set of expectations and students have a poor sense of the school's purpose.

Nature of Mission Statements:

1. Shared vision about the ultimate purpose of schools
2. Shared by teachers, administrators, students, and the community
3. Generally short and easily remembered
4. Not long and detailed outlines of goals and objectives

Examples of Mission Statements:

1.

Park Middle School is committed to cultivating a respect for the individual and encouraging students to make sound personal choices and decisions.

2.

Washington Middle School is committed to preparing young adolescent students with the understandings and skills necessary to cope with their own changes from childhood to adolescence and with the academic skills and knowledge essential for continued school success and life-long learning.

3.

The students, staff and administrators of East Middle School are committed to building respect for and cultivating cultural pluralism in the schools and community.

4.

The faculty, staff, students, and community of Parkside Junior High School are devoted to academic excellence and the cultivation of individual strengths and talents in a supportive environment where individual differences and respect for the rights of others guide school and community behavior.

5.

The mission of Northside High School is to support the personal growth of the students in their development of attitudes, knowledge, and skills. The most important skills to be taught are how to think and how to learn.

6.

The mission of Detroit Public Schools is to educate and empower children, youth, and adults for full participation in a rapidly changing society and to build, sustain, and extend a learning community which improves the quality of life.

Elements Common to all Mission Statements:

1. A statement of purpose
2. An indication of uniqueness
3. An explicit statement of commitment
4. A clear value position

Guidelines for Developing a Mission Statement:

1. Identify the school's major stakeholder groups
2. Formulate a plan or structure that includes them in the process of developing a mission statement
3. Use a process that permits the group actually charged with drafting the statement to check with constituents to be sure they are not drifting
4. Focus on areas of agreement, not areas of disagreement
5. Draft a statement that is simple, direct, and easy to remember
6. Once the mission statement is ratified or accepted, refer to it frequently and acknowledge its use in making decisions about policies, programs, and practices
7. Review the mission statement from time to time to be sure it is still appropriate in view of the population served by the school, changes in school programs, or new community ore social expectations
8. Disseminate the mission statement widely in the school, district, and community

Write a draft version of a mission statement for your school:

____

____

____

____

____

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____

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Selected References

Bill Cook's Strategic Planning for America's Schools. (1988). Montgomery, AL: American Association of School Administrators, Arlington, VA/Cambridge Management Group. (Accompanies 1/2" VHS Videotape)

Developing a Mission Statement for the Middle Level School. (1987). Reston, VA: National Association of Secondary School Principals.

Strategic Planning and Leadership-User's Guide. (1986). Alexandria, VA: Association for Supervision and Curriculum Development. (Accompanies 1/2" VHS Videotape)

Source: School Strategies and Options, P.O. Box 1705, Lunenburg, MA 01462 (508) 582-4217

Pershing School
suburban St. Louis, Missouri
(A Member of the Accelerated School Network)
Mission Statement

Pershing Accelerated School is a school where students are respected as individuals and accept responsibilities for their choices and actions. Students are supported by staff and parents who care enough to let them explore, grow, challenge, and reach for personal success and academic excellence.

Source: School Strategies and Options, P.O. Box 1705, Lunenburg, MA 01462 508-582-4217

APPENDIX

E

Needs Assessment

TRANSITION PLANNING SELF-ASSESSMENT TOOL

The purpose of this instrument is to enable program administrator and staff members to: 1) develop a clear picture of current transition policies, practices, and procedures, 2) assist in identifying components that will be the target of transition development/improvement efforts, and 3) provide a process for prioritizing development/improvement efforts.

INSTRUCTIONS

STEP 1: RATE YOURSELF ON HOW FREQUENTLY EACH PRACTICE CURRENTLY OCCURS.

Read each best practice indicator carefully and circle the letter on the corresponding scale that best reflects current program practices, procedures, and/or policies. A rating of N(no), indicates that this practice does not occur at the current time. A rating of S(somewhat) suggests partial attainment of the "best Practice". In other words this practice occurs sometimes and/or under some conditions. Finally, a rating of Y(yes) should be assigned to those practices that are fully implemented by your program and occur consistently. In determining a rating for each item, be sure to consider both your procedures for receiving children and families and those for sending them on to their next placement.

STEP 2: DECIDE IF THIS IS A PRACTICE TO BE TARGETED FOR DEVELOPMENT OR IMPROVEMENT.

Use the column labeled "Target for Change?" to indicate whether you would Y(yes) or would not N(no) like to make a change in the extent to which your program is currently engaging in this practice. Complete this column for each indicator.

STEP 3: PRIORITIZE THE PRACTICES THAT YOU WOULD LIKE TO CHANGE.

After completing the "Occurs?" and "Target for Change?" columns for all the indicators, the "Priority" column should be completed. Begin by looking at those indicators that you have indicated a desire to target for change, then number these indicators to show which changes you feel are most important to make. Circle number "1" for the indicator you feel is the "highest priority", 2 for the next most important to change, and so forth. You may want to stop numbering after you have indicated your top 5 priorities or you may decide two indicators are of equal importance and you would like to address them simultaneously.

STEP 4: WRITE YOURSELF A NOTE.

The column labeled "Notes" may be filled in at any point in the process of completing the instrument. You may want to jot down specific examples of how you are currently addressing the best practice indicator, or ways in which you would like to see existing practices, policies, and/or procedures changed.

Adapted from: Best practice indicators for early childhood special education programs: A self-assessment tool for program development/improvement. University of Vermont.

BEST COPY AVAILABLE

TRANSITION INDICATORS	OCCURS? NO YES SOMEWHAT	TARGET FOR CHANGE?	PRIORITY FOR CHANGE LOW MEDIUM HIGH	NOTES
1. Leaders and/or staff of sending and receiving programs are acquainted with one another.	N S Y	N Y	1 2 3 4 5	
2. Sending and receiving programs have a designated interagency group to work on transition planning	N S Y	N Y	1 2 3 4 5	
3. Sending and receiving programs have an action plan to improve transition in the future.	N S Y	N Y	1 2 3 4 5	
4. Staff members use written transition procedures to plan activities both to receive new children and families and to send children on to their next service delivery system or program.	N S Y	N Y	1 2 3 4 5	
5. Sending and receiving programs have developed a timeline of transition activities which is adapted to meet individual child and family needs.	N S Y	N Y	1 2 3 4 5	
6. Sending and Receiving programs have developed and periodically revise an interagency agreement on transition.	N S Y	N Y	1 2 3 4 5	
7. Families receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child's transition.	N S Y	N Y	1 2 3 4 5	
8. Parents receive a information manual to help them be involved in the transition process.	N S Y	N Y	1 2 3 4 5	
9. Sending and receiving programs have identified staff who will coordinate the transition or assist families in coordinating the transition process themselves.	N S Y	N Y	1 2 3 4 5	
10. Sending and receiving programs have a system for exchanging information and are familiar with services of each. (examples: exchange visits; share curriculum materials)	N S Y	N Y	1 2 3 4 5	
11. The family and the sending teacher/services coordinator discuss the transition process, review the steps, and determine the family's desired level of involvement.	N S Y	N Y	1 2 3 4 5	
12. Transition issues are considered, and appropriate outcomes/goals and objectives are included in the child's IFSP/IEP.	N S Y	N Y	1 2 3 4 5	
13. Sending program notifies receiving program(s) well in advance about the number and birth dates of children who are likely to enter the receiving programs.	N S Y	N Y	1 2 3 4 5	
14. Sending program prepares transition progress report, including information on child's experiences and accomplishments in their program.	N S Y	N Y	1 2 3 4 5	
15. The sending program obtains written permission from the parents to share information about the child with the potential receiving program(s)	N S Y	N Y	1 2 3 4 5	

APPENDIX

F

Team Building and Collaboration

Brainstorming

Brainstorming is a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group. One person's idea may generate a different idea from another group member. To keep the ideas flowing, it is important that the process not be stopped to evaluate ideas. Simply have the group recorder list all ideas. Each idea can have good and bad points. There are a few guidelines to remember when brainstorming.

GUIDELINES

- Arrange participants into groups of six or fewer people.
- Set a time limit.
- Elect one group member to record everything that is said.
- Record each idea as it was stated. Try not to paraphrase.
- In the group, solicit one idea from each participant before proceeding.
- Keep the tone light and humorous. Have fun!
- Encourage wild and creative ideas.
- Move rapidly from one idea to another.
- Build on the ideas of other group members.
- Remember: quantity of ideas is very important during the brainstorming session.

RULE: NO IDEA CAN BE DISCUSSED, JUDGED, OR REJECTED.

Brainstorming Activity

Directions:

Divide the group into teams of 4-6 people each. Have each group choose one member to be the recorder. The group should generate as many creative ideas as possible of uses for a warehouse full of marshmallows. Set a time limit of five minutes. Have each group recorder share the list with the entire group.

Alternate Activity:

Brainstorming Ideas for Your Team

Choose another person in the group to be the recorder. Generate, in your group, as many creative ideas as possible to respond to this question:

> **If we had one year to improve services to children and families, what would we address?**

You will have 10 minutes to complete this exercise.

Consensus Building

Consensus building is a method by which ideas are synthesized into an unanimously accepted goal. When alternatives are discussed, the group hears all members' opinions and discusses the issues until everyone reaches agreement. A vote is not taken, but the facilitator allows any member to object. If there is no objection, the group implements the decision.

If there is an objection, the group has not reached consensus and will need to consider more alternatives. The group can take **no** action until all agree to support the decision.

Consensus-Building Guidelines

- Describe the problem, situation, or issue that needs a decision
- Have each person state his or her position on the issue at hand
- Brainstorm creative solutions
- Review, change, consolidate, and rewrite the statement or solution
- Order priorities for statements
- Make a consensus decision
- Write the single decision for everyone to see, after consensus is reached
- Implement the decision. Determine who will do what, when, and how

The above was complied from:
Florida Cooperative Extension Service. *Family-community leadership training institute manual.* From the Family-Community Leadership Training Institute, May 15-19, 1989, University of Florida, Gainesville, Chapter 5.

The following is a list of advantages and disadvantages to the consensus-building process that can be discussed with the participants.

Advantages

- Identifies problems or issues clearly
- Is a cooperative effort
- Provides the opportunity for each member to state his or her position or solution as the group works toward a decision
- Provides for a "win-win" solution. Members are given the opportunity to propose changes, allowing the group to reach the decision
- Facilitates open communication
- Requires members to listen and understand all sides
- Sets the stage for an action plan--who, what, where, when

Disadvantages

- Takes more time in a group; the larger the group, the more time needed.
- Varies with the trust level of the group--some members may not want to speak out
- Is designed to have the facilitator accept ideas generated by the group interjecting his or her own ideas

The above was complied from:
Florida Cooperative Extension Service. *Family-community leadership training institute manual.* From the Family-Community Leadership Training Institute, May 15-19, 1989, University of Florida, Gainesville, Chapter 5.

Skills Helpful in Reaching Consensus

- Seek input from all members
- Define terms
- Change focus; for example, change from most desirable to least desirable
- Use active listening
- Know when to take a break
- Seek similarities and combinations
- Move to higher levels of generality
- Use quiet thinking

Consensus Steps

GOAL: To arrive at a solution to which each group member can agree

- State the problem
- Brainstorm possible solutions
- List all ideas for consideration
- Discard ideas that are not workable
- Discuss remaining ideas
- Modify ideas
- Decide on two or three workable solutions
- Come to consensus on one solution

Consensus Activity

Directions:

Divide into teams of 4-5. Think of a problem your team needs to solve.

Use these steps to come to consensus on a solution.

Discuss the process of group consensus by answering the following questions:

- Was it difficult to reach a group consensus?
- Why is consensus decision-making important?
- Did any group members have difficulty expressing themselves?
- How did your group help everyone to have input?

Have each group share their original and final consensus statement and how they arrived at it.

A Clear Perspective on the Role of the Collaborator

In the space provided below, list collaborative activities in which you have participated in the past. After listing the activities, identify each activity by the type of role you performed. Use the code key provided below.

	Collaborative Activity	Role
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Role Types -
Critical Observer = C
Participant = P
Recorder = R
Facilitator = F
Small Group Leader = S

APPENDIX

G

Barriers and Strategies

Potential Barriers and Suggested Strategies

BARRIERS	STRATEGIES
• Duplication of structures • Overlapping vehicles for collaboration & services • Agency mandates	• Resource assessment to see who is doing what to identify existing duplication and collaboration in order to use existing collaborative structures
• Leadership and authority for convening collaborators	• Use resource assessment data to reach consensus on convenors. • Try for a group "without a dog in the fight"--e.g., public library
• Time element time for developmental process time for team building	• Use facilitator • Action plan with timeline • Educate potential collaborators in developmental approach • Site visitation of community/entity successfully collaborating. Input of all parties at all levels in an organized step-by-step process
• Fear of change and risk taking	• Training
• Racism	• Multiethnic/participation by informal community leaders, not just same people all the time • Training
• Attitude of complacency • Attitude of hopelessness ("it can't be done") • Attitude from past failures ("we've tried it before and it didn't work")	• Choose dynamic leadership • Careful selection of facilitator • Set realistic expectations and attainable goals • Keep it simple • Point to collaborative successes
• Turf protection (who is in charge and who is in control; lack of trust)	• Keep a focus on children's needs • Trust development • Simulated experiences
• Funding and power issues	• Explore meaning and options of blended funding • Identify and train new collaborative leaders
• Restrictive Guidelines Federal State	• Assemble leaders • Petition policymakers to explore options
• Permanency (lack of)	• Legislation at federal/state level • Early childhood summit • Early childhood position at federal level
• Lack of professional consensus theory ideology strategy quality	• Focus on meaning of quality • Focus on child and family • Develop action plan for working conferences

Results of brainstorming by Hannah Meadors and Gwen Shunatona at a SERVE work session.

APPENDIX

H

Action Plans

Action Plan

A. Organization Name:	
B. Goal:	
C. Current Status:	D. Desired Outcomes:

- Continued:

E. Activities	F. Responsible Person(s)/Agency and Resources Required	G. Time Line	H. Outcome of Activity	I. Completion Date	J. Initials

K. Initiation Date:

L. Progress Report Date:

Chart of Tasks

PROJECT:													
ACTIVITY	JAN	FEB	MAR	APR	MAY	JUN	JLY	AUG	SEP	OCT	NOV	DEC	PERSON

Action Plan

Goals:

1. ______________________________

2. ______________________________

Rationale (Why is this important?)

____

____

Action Steps (What you are going to do?)

	Timeline
1. ______________________________	________
2. ______________________________	________
3. ______________________________	________
4. ______________________________	________
5. ______________________________	________
6. ______________________________	________

Evaluation (How am I going to hold myself accountable?)

____

____

____

APPENDIX

I

Partnership Agreements

DEVELOPING AN INTERAGENCY TRANSITION AGREEMENT

The Interagency Transition Agreement Can Help:

- Promote continuity for children and families
- Expand service options
- Integrate services
- Improve the flow of information
- Define each program's responsibilities
- Cope with funding limitations
- Reduce the potential for duplication
- Improve accessibility to services for families
- Encourage use of common terminology

A. Getting Started

1. *What services are available in the community?* Think beyond your own program--who serves children in your community? Who serves families? Who serves children with special needs and their families?

2. *Who should be involved in developing interagency agreements?* Is there a Local Interagency Coordinating Council or an existing group already involved in collaboration? Who are the movers and shakers who need to be involved?

3. *What should be the purpose of the first meeting?* Who should facilitate the meeting?

NOTE: This group will have many tasks to consider and decisions to make. At the first meeting, participants should identify their priorities or needs. For example, participants could list the most important needs and/or issues related to the coordination of transition between Head Start/preschool/special preschool and kindergarten. Then the facilitator could tabulate the responses on a large sheet of paper, so that priorities can be ranked by order of importance.

Common areas of concern:

1. Transition
2. Local resource directory for families and professionals
3. Curricular continuity
4. Coordination of screening programs
5. Continuity in family education programs
6. Access to community services to support families
7. Sharing of records
8. Common inservice training

B. *Questions for Transition Agreements*

Most transition agreements start with a concise statement of the goals of all parties related to the transition. Then the following questions are answered:

1. *Who will be members of the transition team?* (might be same group as above, might be a subgroup or a different group; need to include persons with the responsibility and authority to make decisions and carry them out at an administrative level)
2. *What is the purpose of the transition agreement?* Is it to define the transition process from Parents as Teachers to Head Start, from preschool to kindergarten, between Head Start and child care?
3. *What activities need to occur for smooth transitions? When will they need to happen?*
4. *Who will be responsible?* Who are the individuals within each program who will coordinate and supervise transition activities and be responsible for seeing that each transition step is completed?
5. *What roles are available for families in transition?*
6. *What are the financial and time responsibilities of each program for facilitating transitions?*
7. *Will any assessments be needed for children with special needs for eligibility and placement decisions? Who will be responsible for them?*
8. *What will be the procedure for transferring records between programs?*
9. *What will be the process for exchange visits between program personnel? for family visits?*
10. *Who will be responsible for evaluating different elements of the transition?*

- Adapted from Hazel, R., Barber, Roberts, Behr, Helmstetter, & Guess. (1988). A community approach to an integrated service system for children with special needs. Baltimore: Paul H. Brookes.

REFERRAL

Head Start Will:

*Use LYSD referral forms when referring children for further evaluation.

*Provide parents with a Prior Notice of Referral Form and a Parental Rights Information Form for each child being referred.

Infant Learning Will:

*Use LYSD referral forms when referring children to the school district.

*Provide parents with a Prior Notice of Referral Form and Parental Rights Information Form for each child being referred.

*Refer enrolled children to the school district three months prior to their 3rd birthday.

LYSD Will:

*Examine all referrals by Head Start or ILP.

Together We Will:

*Coordinate efforts to obtain necessary paperwork (ie consent to release information, parental permission to test, etc.).

ASSESSMENT

LYSD Will:

*Assess children aged 3 years or older who are referred by Head Start or ILP with the approval of the Director of Special Education.

*Accept current ILP evaluations as basis for certification and services, as appropriate.

Together We Will:

*Cooperate to assure that children and families attend all scheduled appointments.

INTERAGENCY COOPERATIVE AGREEMENT AMONG:

Lower Yukon School District (LYSD)
Bethel Area Infant Learning Program (ILP)
Association of Village Council Presidents Head Start (AVCP)
RurAL CAP Yukon-Kuskokwim Parent/Child Program (YK/PCP)
RurAL CAP Head Start Program (RurAL CAP, Inc.)

PURPOSE

The intent of this agreement is to provide comprehensive, coordinated services to meet the special educational needs of children from birth to age six. Through inter-agency planning we hope to eliminate duplication of services, promote the most efficient use of resources, and clarify agency roles and responsibilities, thereby assuring continuous, well coordinated services for young children and their families.

SCREENING

Head Start Will:

*Conduct developmental screening on all Head Start eligible children who will be three years old by August 15th. Screenings will be done in the Spring, prior to the program year, using the Developmental Indicators for the Assessment of Learning - Revised (DIAL-R) tool.

Infant Learning Will:

*Screen all enrolled children prior to their 3rd birthday, and provide copies of these screenings to the school district.

LYSD Will:

*Utilize the DIAL-R screening tool when conducting pre-school screenings.

Together We Will:

*Collaborate to determine screening tools, train staff in administering the screening tool, decide upon mutually agreeable dates for screenings, conduct the screening (whenever possible), and share screening results (w/parental permission).

TRANSITIONS

ILP and Parent Child Programs Will:

*Notify LYSD by March 31st re: children who will be three years old by August 15th who may be eligible for Special Education service.

*Attend initial MDT/CST meetings on referred children.

*Follow basic Transition Timeline:

24-30 months - Plan with family for transition
30 months - Notify local school and set initial MDT/CST meeting
30-36 months - Attend MDT/CST meetings as necessary to plan for services.
33 months - Formal referral to LYSD
36 months - MDT/CST meetings to develop IEP.

*Continue to provide services or consultation;
ILP - consultation for six months following 3rd birthday
PCP - will serve children who turn 3 years old after 8/15, for the program year.

*Invite local Head Start personnel to participate in appropriate above activities.

LYSD Will:

*Notify and invite ILP, PCP or Head Start staff to initial MDT/CST meetings

Head Start Will:

*Participate in above activities, as appropriate.

*Attend Spring CST meetings on children transitioning to Kindergarten.

MULTI-DISCIPLINARY TEAM MEETING/CHILD STUDY TEAM MEETING

LYSD Will:

*Coordinate and schedule MDT/CST meetings. They will invite ILP staff, Head Start teacher or home visitor, and/or Head Start Special Needs Coordinator, as appropriate.

Head Start and ILP Will:

*Assure attendance and participation in MDT/CST meetings including formulating the IEP.

*Encourage parental participation in CST meetings and writing the IEP.

SERVICES/CONSULTATION

LYSD WILL:

*Provide Special Education services to all certified pre-school children in the Head Start classroom, whenever possible.

*Provide Special Needs Aides to work with severely impaired children, as determined by the CST.

*Support parents in understanding their child's IEP, and in identifying home activities to help meet the goals and objectives.

ILP Will:

*Provide follow-up consultation on specific children's conditions, needs and family concerns as necessary.

Together We Will:

*Assure for on-going communications re: children's progress, teaching methods and goals being worked on.

*Schedule and attend regular case coordination meetings (local Head Start and Special Education staff).

*Share specific training events as appropriate.

GENERAL AGREEMENTS:

- *There will be on-going communication between LKSD Director of Special Education, Special Needs Coordinators from AVPC, YK/PCP, RurAL CAP and Infant Learning staff as needed.
- *All agencies agree to abide by State and Federal laws and procedures to insure confidentiality of information.
- *This agreement is in effect from July 1, 1990 to June 30, 1993, and is subject to yearly review by all parties.

Director of Special Education LYSD — 9/24/90 Date

Director AVCP Head Start — 17 October Date

Director Infant Learning Program — 10/5/90 Date

Director RurAL CAP Head Start — 10/26/9 Date

Supervisor, YK/PCP — 9/28/90 Date

FULL DAY COMPREHENSIVE CHILD DEVELOPMENT PROGRAM
FOR
FOUR YEAR OLD CHILDREN
A PILOT PROGRAM
SPONSORED BY
SHARE/GREENVILLE-PICKENS HEAD START
AND
THE SCHOOL DISTRICT OF GREENVILLE COUNTY
SCHOOL YEAR - 1991-92

SHARE/Greenville-Pickens Head Start and The School District of Greenville County have agreed upon a partnership in developing and providing a pilot full day comprehensive child development program for twenty (20) four year old children in the Greenville County attendance area of Verner Springs and Cone Elementary School. The Staff and resources of both agencies will be used. All areas of collaboration will be in accordance with the policies and procedures of both agencies.

The following comprehensive services will be provided through a collaborative effort on the part of both agencies:

Enrollment

Both agencies will enroll children for the program. The system of enrollment will meet the basic criteria and regulations of Project Head Start and the Education Improvement Act (EIA) Child Development Program for four year old children.

Developmental Screening

Head Start children will be screening within ninety (90) days of enrollment, using a battery of screening tests selected by the Screening/Assessment Committee.

The School District of Greenville County will screen children prior to entry using the DIAL–R screening instrument, which includes parent information about the child. Screening results are used by the School District as part of the criteria for enrollment in the E.I.A. Child Development program.

Home Visits/Parent Contacts

Both agencies are required to make two (2) home visits a year. The School District of Greenville County's home visits are scheduled as follows:

- One (1) prior to entrance to school.
- One (1) in late winter

Two additional parent conferences are scheduled during the year to share on-going pupil progress and to plan educational experience for children.

Head Start provides scheduled home visits as follows:

- One (1) in November.
- One (1) in April.

Both home visits are used to share the child's educational progress and to plan educational experiences to be used at home and at school.

These twenty (20) children will have the benefit of increased parental-teacher interaction. The two agencies will be reinforcing each other with stronger and more frequent educational involvement of teachers and parents in the education of the children.

Educational Assessment

Both agencies use an agreement tool for the purpose of assessing on-going development/educational progress to plan a developmentally appropriate curriculum. Assessment results become a part of the child's permanent record.

Head Start uses the Brigance Inventory of Early Development. Developmental progress is recorded in each child's personal booklet and is shared with parents on an on-going basis for reviewing the child's developmental/educational progress and for planning appropriate curriculum activities.

The School District of Greenville County uses an informal assessment tool in which observation of pupil behaviors are recorded as they relate to the fifty-two (52) Key Experiences of the High/Scope Curriculum.

Assessment results are also used to plan curriculum activities and to communicate on-going progress with the parent(s).

Curriculum

Both agencies use the High/Scope curriculum, which encourages team teaching and supports cooperative learning between teachers and children as they actively work together in the classroom setting. This curriculum emphasizes cognitive development through active learning experiences.

Social Services Parent Involvement

Both agencies provide opportunities for parental involvement in the educational setting of both programs. Parent education programs of both agencies incorporate adult literacy as an important component.

- Head Start has a licensed Social Worker and a Parent Involvement coordinator to support this effort of both formal and informal training experiences for adults.
- The School District of Greenville County has a licensed Social Worker housed at Cone Elementary School to coordinate the School Districts' goal, Target 2000 Parent Education Grant: Training opportunities for Parenting Success (TOPS).

Nutrition Services

Both agencies provide meals and supplemental snacks that meet the USDA requirement for a child care food program.

Head Start provides the breakfast meal and mid-morning food supplement. The School District of Greenville County provides the lunch meal and the afternoon food supplement. Special diets for children are provided as needed.

Special Needs Children

Children with special needs are mainstreamed as fully as possible into the primary education programs provided by the regular classrooms of the Head Start Program and the regular classrooms of The School District of Greenville County.

The School District of Greenville County will provide the following services for these twenty (20) children:

- Speech evaluations
- Speech therapy
- Psychological Evaluations
- Psychological Services

Pertinent information concerning the evaluation and professional services provided these children are shared in a professional confidental manner between agencies.

Hearing, Speech and Vision Screening

Vision, Hearing and Speech Screening is administered by the personnel of The School District of Greenville County.

The following services are provided exclusively by the Head Start Program:

Mental Health Observations

The Head Start program provides written Mental Health observations of the children and teachers in classroom settings by a Mental Health professional. The Mental Health professional also observes children with special needs in the classroom setting and gives specific technical assistance to the teachers who are serving high risk children and/or children with special needs.

Health Screening and Medical Services

Health Screening and follow-up medical services are provided by the SHARE/Greenville-Pickens Head Start program for all enrolled children.

Dental Screening and Follow-up Services

Dental Screening and follow-up dental treatment are provided by the SHARE/Greenville-Pickens Head Start program for all enrolled children.

Transportation

All needed transportation is provided for Head Start children and their families by Head Start personnel using a Head Start vehicle.

Head Start's philosophy of comprehensive services for young children and extensive parental involvement opportunities for parents and families has been a model for the Nation since 1965. Blending this philosophy with the public schools current emphasis on parent education and continuity of programs and services promises an increase in the quality of programs for young children and their families in Greenville County.

We believe that this cooperative effort between these two agencies will provide increased efficiency in program planning, better community support, and a wider pool of resource to help enrich the lives of young children and their families. This Project has the potential of becoming an exemplary program, worthy of replication.

Patty J. Jones

Patty J. Jones
Education Coordinator
SHARE/Greenville-Pickens Head Start

Hannah C. Meadors

Hannah C. Meadors
Early Childhood Consultant
The School District of Greenville County

Norma Donaldson-Jenkins

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Lindsey D. Cole

Lindsey D. Cole
Principal
The School District of Greenville County

Willis H. Crosby, Jr., Ed.D.
Executive Director
SHARE/Greenville-Pickens Head Start

Thomas E. Kerns

Thomas E. Kerns, Ed.D.
Superintendent
The School District of Greenville County

10/23/91
Date

APPENDIX

J

Evaluation

Recipe for a Successful Team

Directions: Read the statements and circle a number to indicate how well each describes your team. Be sure to complete both sides of the page.

	Strongly Agree			Strongly Disagree
1. We agree on our mission.	1	2	3	4
2. We see the mission as workable.	1	2	3	4
3. We have a clear vision and can progress steadily towards our goals.	1	2	3	4
4. We are clear about project goals.	1	2	3	4
5. We are clear about the purpose of individual steps, meetings, discussions, and decisions.	1	2	3	4
6. We have an action plan.	1	2	3	4
7. We have a flowchart or time line describing project steps.	1	2	3	4
8. We refer to our planning documents when discussing what directions to take next.	1	2	3	4
9. We know what resources and training are needed throughout our project.	1	2	3	4
10. We have formally assigned roles.	1	2	3	4
11. We understand which roles belong to one person and which are shared and how shared roles are switched.	1	2	3	4
12. We use each member's talents and involve everyone in team activities.	1	2	3	4
13. Team members speak with clarity and directness.	1	2	3	4
14. Team members listen actively.	1	2	3	4
15. Team members avoid interrupting and talking when others are speaking.	1	2	3	4
16. Each team member initiates discussion.	1	2	3	4
17. Each team member seeks information and opinions.	1	2	3	4
18. Each team member suggests procedures for reaching goals.	1	2	3	4

19. Each team member clarifies, summarizes, or elaborates on ideas.	1	2	3	4
20. Each team member acts as a gatekeeper. (facilitator)	1	2	3	4
21. Each team member compromises and is creative in resolving differences	1	2	3	4
22. Each team member praises and corrects others with equal fairness.	1	2	3	4
23. We discuss how decisions will be made.	1	2	3	4

Making Sure Your Plan Succeeds

1. **Did we identify the right problem(s)?**
____Are the purposes of the proposed changes clear?
____Does the present situation seem satisfactory?

2. **Did we involve the right people in analyzing our situation?**
____Were all stakeholder groups involved in decision making?
____Were all legitimate voices represented in planning meetings?

3. **Do we have the leadership needed to acquire resources and champion our cause?**
____Are parts of our plan based on personal (hidden) agendas?
____Is there lack of respect and trust in the planners?
____Are people afraid to fail?

4. **Did we design a plan with all parts of the system in mind?**
____Have the habits of the work group been ignored?
____Have we communicated our strategies widely and frequently?
____Are our costs too high?
____Are rewards for implementing the plan seen as inadequate?
____Will some people experience work overload?

5. **Does this plan demonstrate better ways of working together?**
____How agreement is reached on goals and priorities?
____How school resources are used?
____How teachers work together?
____How people are rewarded and recognized?
____How conflicts and tensions are acknowledged?
____How everyday patterns of behavior can be changed?
____How local norms and traditions can be influenced?

6. **Did we develop a comprehensive implementation strategy?**
____Did we anticipate obstacles and "first lines of resistance?"
____Did we anticipate belated, second lines of resistance?
____Did we provide for skill training and follow-up?
____Did we check for conflicts with other building-level priorities?
____Did we obtain necessary materials?
____Did we provide clerical, technological, or financial assistance?
____Did we get back-up, endorsement of the central office?
____Did we secure access to resource consultants?
____Did we build in a monitoring/evaluation/feedback process?

Source: School Strategies and Options, P.O. Box 1705, Lunenburg, MA 01462 508-582-4217

Transition Satisfaction Scale for Parents

How did your child's transition go?

Check the box which describes your feeling:

	☹	😐	☺
1. The amount of time you had/when you began planning your child's transition to the next program?			
2. Your choices for your child's program? Options?			
3. Pre-transition visits you or your child made to the new program?			
4. The preparation provided by the sending program to ease your child's transition?			
5. The information and support provided by the receiving program to welcome you and your child?			
6. The adjustment your child has made to the new program?			
7. The adjustment your family has made to the new program?			
8. The way your child's teachers shared information with you about your child?			
9. Discussion you had with other parents about your child's transition?			
10. Decisions you made regarding your child's transition?			
11. Decisions others made regarding your child's transition?			
12. The whole transition process?			
13. The amount of time you spend helping prepare your child at home?			
14. The decisions you made in selecting the new program for your child?			

Source: Bridging Early Services Transition Project

APPENDIX

K

Transition Programs

Choctaw High/Scope Early Childhood Education Program

Mandy Walters, Curriculum Coordinator
Choctaw Department of Education
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PHILOSOPHY/VISION/MISSION STATEMENT

The goal of the Choctaw High/Scope Early Childhood Program is to enable young children to achieve academic success while in school and socioeconomic success and social responsibility as adults. This program works to achieve these goals by giving children opportunities to initiate and engage in activities that contribute to their cognitive, social, and physical development. A parent education and participation component is also included in the program. The framework of the Early Childhood Program includes continuity of curriculum and teaching philosophies in the birth-to-third-grade classrooms. Providing continuity of services to the parents of these children is also taken into consideration. The following goals guide the project:

- raise the educational level of the parents of preschool children,
- improve parenting skills,
- increase developmental skills of preschool children,
- enable parents to be comfortable in school settings,
- increase parental interest in education so that parents might serve as role models for their children
- improve parent involvement, and
- improve the relationship between parents and children through a planned interaction that will increase literacy in the home and help parents influence their children's ability to learn.

HISTORY/BACKGROUND

The Choctaw Reservation consists of 22,000 acres of tribal trust lands spread over a five-county area of eastern Mississippi. The tribe has 5,000 members - 83.6 percent of whom are full-blooded Choctaw - living in 8 Choctaw communities.

The Mississippi Band of Choctaw Indians operates (1) health services, including a 40-bed hospital with outpatient, dental, and community health services and three community clinics; (2) social services including foster care, general assistance, elderly nutrition, and food distribution programs; (3) judicial, law enforcement, and fire protection services; (4) education services ranging from Head Start, day care, and preschool special education services to comprehensive adult education services including full operation of all 7 reservation schools in the Choctaw Tribal School System serving 1,200 students in grades K-12; (5) the Choctaw housing and utility commissions; (6) a 120-bed residential nursing enterprise; and (7) 6 manufacturing enterprises that have collectively created more than 1,400 private-sector jobs since 1979.

The most significant assessment of community needs is *The Choctaw Demographic Survey*, published at five-year intervals. *The Choctaw Demographic Survey* is the primary source of data concerning community members' income, employment, education attainment, family size, housing conditions, language fluency, and perceived family and community needs. The 1990 *Demographic Survey* documents the four most serious problems worrying Choctaw tribal members: 1) drug and alcohol abuse, 2) unemployment, 3) finances, and 4) education.

In addition to the demographic survey, community health, education, and social service providers all maintain extensive community networks for identification of clients and community resources. Three of the networks are the recruitment and client identification networks established by the Choctaw Head Start program, the Choctaw Adult Education program, and the Special Education infant, toddler, and preschool programs. The adult education and Head Start programs are two of the oldest and most successful education programs established by the tribe.

The 1990 per-capita income on the Choctaw reservation was $3,048, far below the national average and the Mississippi average of $10,292. The average family income in Conehatta, the site of the Choctaw High/Scope Early Childhood Program Center, is at the bottom of the six major Choctaw communities. Additionally, high unemployment rates continue among tribal members. In 1981, the rate of Choctaw unemployment was 34.6 percent while in 1986 it had dropped to 26.9 percent. Today, Choctaw unemployment is 22.6 percent, which means that many families on the reservation are still experiencing problems of financial stress, frustration, and depressed family conditions that accompany the strains of unemployment. Further review of unemployment rates reveals that while unemployment rates are higher than national and state norms, employment rates for adult women on the reservation greatly exceed national averages. More than three-fourths (77%) of women ages 25 to 44 are working.

Income shortfalls can also be found in the absence of certain support amenities in households. Only 79.2 percent of households have automobiles. Only 34.4 percent of homes on the reservation have a telephone, and only 29.8 percent of Choctaw households have health insurance. Home and automobile insurance are held by few people, 13.8 percent and 32.6 percent respectively.

The absence of books in homes on the reservation is a deterrent to education attainment, especially since both the adults and children have a special need to reinforce English language skills through reading. The 1990 *Demographic Survey* showed an average of only 29 books per home on the reservation. The Conehatta community has an average of only 25 books per home.

The historic absence of secondary education programs for Choctaws has created a serious lack of education attainment within the tribal population. Even though a reservation high school was established in 1963 and nearly 500 adults have received their GED in 20 years of adult education services, 56.9 percent of Choctaw adults still do not have a high school education or its equivalent. Moreover, 29.9 percent have less than an 8th-grade education and 6.1 percent have no formal educational experience whatsoever.

The historic discrimination and educational neglect on the reservation has created severe obstacles hindering recent educational improvements for Mississippi Choctaws. The Choctaw tribal schools still experience poor attendance, high dropout rates, and poor academic achievement.

The residents of Conehatta have the highest retention level of Choctaw language dominance of all communities. Almost 97 percent of Conehatta adults speak Choctaw as their primary language, and 90.7 percent of Conehatta youth communicate primarily in Choctaw. The percentage of adults reservation-wide who speak Choctaw proficiently is 88 percent.

While Choctaw language dominance is aligned with the tribe's goal of perpetuating traditional cultural and linguistic patterns, this language issue means that children arrive at school with extremely limited English proficiency and also that Choctaw adults sometimes experience difficulty in securing jobs because of a lack of basic communication skills in English.

PROGRAM DESCRIPTION

In 1991, The Choctaw Department of Education and the Bureau of Indian Affairs funded a birth-to-grade-three program. The Choctaw High/Scope Early Childhood Program serves children at Conehatta Elementary School and features the High/Scope curriculum model. The purpose of the program is to enhance continuity of educational services for children and families from birth to 8 years.

Students are housed in two centers at one site - an early childhood center which houses an infant room, a toddler room, and a 3-5 year-old room and a K-8 elementary school building which houses a kindergarten classroom, a first grade, two second grades, and one third grade.

On July 1, 1993, the Mississippi Band of Choctaw Indians received a grant from the Bureau of Indian Affairs, Office of Indian Education Programs, to begin a Family and Child Education Program (FACE). The program is operating in the Conehatta community, Newton County, which is the second most populous Choctaw community in the state.

The purpose of FACE is to address family literacy needs. FACE serves children aged birth to five years and their parents or primary caregivers. The FACE Program also addresses the national America 2000 Educational Goals and Indian America 2000+ Educational Goals in the areas of

- School Readiness,
- High School Completion,
- Student Achievement and Citizenship,
- Adult Literacy and Lifelong Learning,
- Safe, Disciplined, and Drug Free Schools, and
- Tribal Government, Language, and Culture.

The FACE Program in Conehatta provides continuity of educational services that were begun in 1990, when the tribe received a BIA/OIEP grant to establish its High/Scope pilot project. The FACE Program's design is based on sound educational research and proven national models for early childhood and family education. These models are Parents as Teachers (PAT), Parent and Child Education (PACE) as adapted by the National Center for Family Literacy, and the High/Scope Curriculum for Early Childhood an K-3. FACE provides both home-based and center-based components. Home-based services are available to children aged birth to three years and their parents, while center-based services are provided for children aged three to five and their parents. Parents attend school with their children and are given opportunities to increase and strengthen their parenting skills, basic literacy skills, and knowledge of their children's growth and development. Four integral components comprise the Family and Child Education Program:

- Early Childhood Education
- Parent Education
- Parent and Child Time
- Adult Education

An important quality of the program's design is that parents become active participants in their children's education, and parents are simultaneously continuing their own education. The Adult Education component of FACE enables parents to attend regularly scheduled classes and earn their GED or, for those who have already completed high school, to continue their education at the postsecondary level.

How the Program Was Put Together

Children who were entering kindergarten at Conehatta Elementary School (and their parents) were experiencing a transitional process that the educational leaders at the school felt could be more successful. Most of the children entering kindergarten had either participated in the Head Start program or received no preschool at all. Because there was little collaboration between the Head Start and tribal school programs, the children leaving Head Start and entering Conehatta were having to adjust to very different curricula, classroom settings, teaching styles, and behavioral expectations.

Not only were the Conehatta schools dissatisfied with the transitions that their children were making into kindergarten, absenteeism rates were high and there was a high dropout rate among high school students. Because leaders within the Choctaw Department of Education wished to find solutions to these problems and believed that good health and education services for children provided early in life can have a life-long positive impact, the Department of Education decided to implement a well-documented early childhood education model that included a strong parent involvement component.

This early childhood education model was adopted and implemented in 1990 when the Choctaw Department of Education received a grant from the Bureau of Indian Affairs, Office of Indian Education Programs. These funds were used to establish the Early Childhood Center and to begin training teachers in the High/Scope curriculum and methodology. Since the initial BIA/OIEP funding in 1991, the Choctaw Department of Education has received additional funding to implement the Family and Child Education Program that strengthens the parent involvement component of the program.

BUDGET

HIGH/SCOPE BUDGET		
FUNDING SOURCE	**1991-1992**	**1992-1993**
TRIBE	6%	21%
BLOCK GRANT	5%	0%
JOHNSON O'MALLEY	1%	0%
BUREAU OF INDIAN AFFAIRS	84%	79%
FUND BALANCE	4%	0%
TOTAL	100%	100%

TIMELINE/CHRONOLOGY

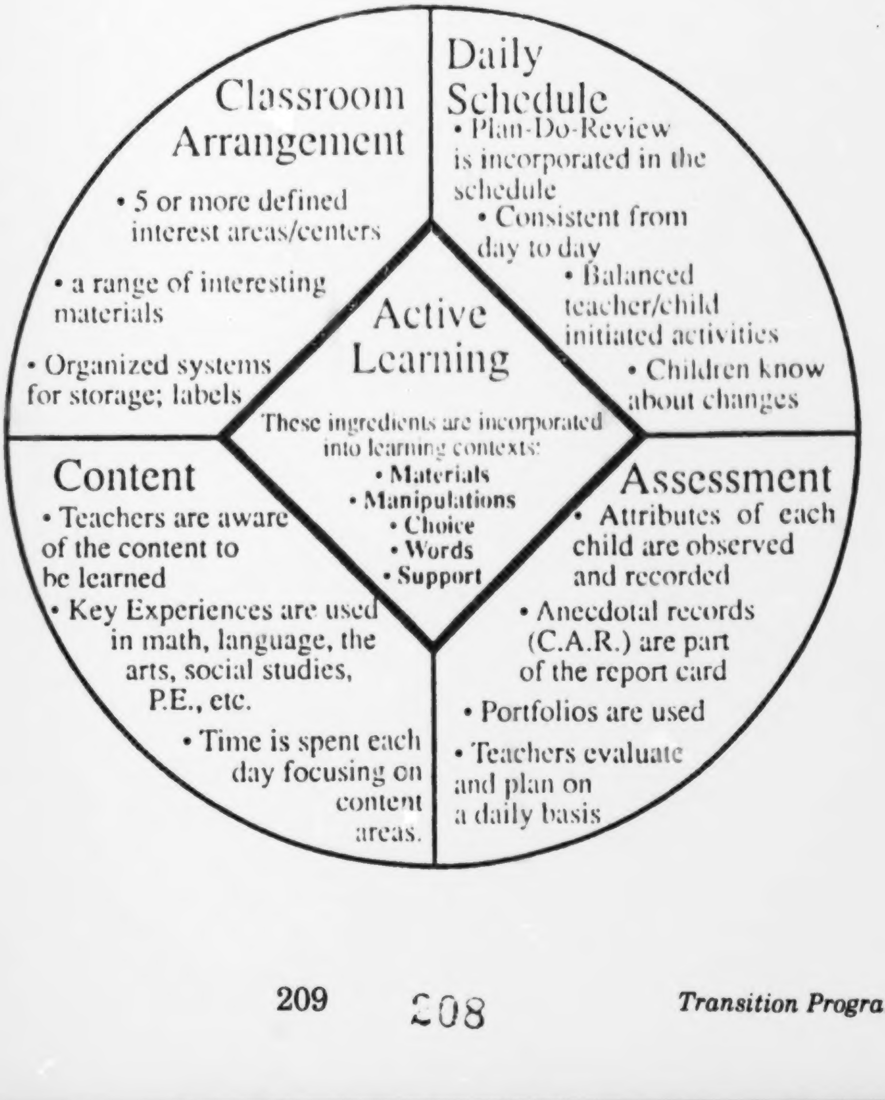
January 1991	Notification of award for Early Childhood Program
Jan.-March 1991	Recruitment and hiring staff
March-April 1991	Training and evaluation planning
April 1991	Pre-services staff training
March-May 1991	Family needs assessment list
May 1991	Recruitment/selection of families Establishment of classrooms and offices
June-July 1991	Two months of summer services
August 1991	Training and program modification Establishment of school year program
January 1993	Construction of new Early Education Center
July 1993	Grant to implement FACE
December 1993	New Early Education Center opens

TRANSITION ELEMENTS IN PLACE

The High/Scope curriculum is a framework that begins at birth and continues through grade three. The framework is divided into three programs: (1) infancy and toddler, (2) preschool, and (3) kindergarten through grade three. The Choctaw Department of Education has adopted all three of these programs at the Choctaw Tribal School in Conehatta, Mississippi.

There are five components that best illustrate the High/Scope curriculum:

1. classroom arrangement
2. daily schedule
3. content
4. assessment
5. active learning


Classroom Arrangement
• 5 or more defined interest areas/centers
• a range of interesting materials
• Organized systems for storage; labels
Daily Schedule
• Plan-Do-Review is incorporated in the schedule
• Consistent from day to day
• Balanced teacher/child initiated activities
• Children know about changes
Active Learning
These ingredients are incorporated into learning contexts:
• Materials
• Manipulations
• Choice
• Words
• Support
Content
• Teachers are aware of the content to be learned
• Key Experiences are used in math, language, the arts, social studies, P.E., etc.
• Time is spent each day focusing on content areas.
Assessment
• Attributes of each child are observed and recorded
• Anecdotal records (C.A.R.) are part of the report card
• Portfolios are used
• Teachers evaluate and plan on a daily basis

Collaboration is conducted among the kindergarten teacher, the 3-5-year-old teacher, and the child-care director concerning children transferring from day care to school. Anecdotal records are shared, portfolios are passed from grade to grade, and the Child Assessment Record (CAR) is shared.

Child-care students transferring to kindergarten visit the kindergarten classroom bi-monthly. Their school day begins at breakfast and ends after lunch. Kindergarten students and child-care students go through the daily routine together.

The Bureau of Indian Affairs provides all medical, dental, and social services and also includes transportation services.

The Bureau of Indian Affairs and High/Scope conduct a yearly evaluation of the project. Recommendations are made and addressed by school staff. Also, local administrators conduct a yearly teacher/teacher assistant evaluation to provide feedback on teaching strategies and methods.

Teachers have decision-making power regarding assessment improvement (portfolios, report cards, and anecdotal records).

There is a local school advisory committee, consisting of parents, that participates in the interviewing and hiring of school staff. The local committee advises the administration on various issues that arise. School staff make decisions about the use of instructional materials.

A monthly inservice is provided by High/Scope consultants on the preschool and K-3 levels. The inservice is conducted at Conehatta Elementary School.

Parent education is conducted through monthly parent meetings. The day-care director and certified personnel conduct the meetings. Outside resources are also utilized to improve parenting skills.

The kindergarten teacher also conducts meetings during the spring of the school year to alleviate parents' fears and answer any questions that might arise. A parent educator is a liaison between the home and school at the preschool level, and the school counselor provides services at the kindergarten level. Home visits are made by the counselor and kindergarten teacher on an as-needed basis.

To improve parent involvement, the school hosts a semiannual community relations day that allows parents and teachers to conduct conferences to receive and share information.

The Choctaw Department of Education considers preserving the Choctaw culture a vital component of its educational program. Cultural activities are incorporated as part of the daily routine, and a bilingual teacher assistant is located in each of the classrooms (birth to grade three). Choctaw is spoken to the students and daily concepts are taught to students in the Choctaw language. Because a language barrier exists between the non-Choctaw-speaking teachers and Choctaw-speaking students, the ESL specialist provides language activities in each classroom twice a week.

The school hosts an annual spring festival that highlights Choctaw culture through traditional Choctaw dress, dancing, and foods.

A new program being sponsored by Chapter I is the Community School Education Center, which is open to all tribal parents and their children. Resources are offered to help children who are having difficulty academically. Enrichment materials are also available. The center is located in Philadelphia, Mississippi, which is approximately 30 miles from Conehatta.

EFFECTIVENESS INDICATORS

Data are presently being collected on school climate, attendance, special services, discipline referrals, and student, teacher, and parent attitudes. These data are being collected using interviews, questionnaires, and student records.

The following effectiveness indicators are concluded by observation:

a) the language barriers between school personnel, students, and families are not as prevalent,
b) teaching techniques have changed from traditional methods to active learning and involvement,
c) collaboration among teachers and administrators has improved, and
d) students and parents are more positive about school.

FUTURE PLANS

Future plans for the High/Scope model at Conehatta Elementary School are to

- improve assessment techniques,
- improve the transition from Head Start to kindergarten,
- continue to improve the use of the English language while preserving the Choctaw culture, and
- improve and increase parent involvement.

REFERENCES, RESOURCES, TESTIMONIALS

- Recognition as School Year 2000 site

- Featured in the following SERVE products/materials

    1. *Sharing Success in the Southeast: Promising Programs in Preschool-to-School Transition*

    2. *Passages: Providing Continuity from Preschool to School* (videotape)

    3. *Leadership for Collaboration: A Training Program*

Full Day Comprehensive Child Development Program for Four-Year-Old Children

Lindsey D. Cole, Principal
Cone Elementary School
500 Gridley Street
Greenville, SC 29609
(803) 241-3507

Patty Jones, Education Director
SHARE - Greenville/Pickens
Head Start Program
2404 Augusta Street
Greenville, SC 29605
(803) 235-5370

PHILOSOPHY/VISION/MISSION STATEMENT

It is believed that a carefully planned transition program, which takes into account differences between individuals and programs, will enhance the effects of preschool education on children, parents, and teachers. In such a program there will be

- An increased awareness and responsiveness to the need for interagency and parental support in facilitating effective transitions,
- An increase in the quality of systematic planning and implementation,
- Enhanced and ongoing involvement of parents in the transition process, and
- Individual services provided to children and families that support and enhance services provided by Head Start.

Philosophy

Continuity of services, provided through collaborative efforts and shared resources between agencies, can enable children and their families to

- gain a greater understanding of the strengths and limitations of agencies and
- become more involved in the decision-making process in relation to the services that they receive.

Mission

A transition program sensitive to individual and programmatic differences will create positive effects by carefully planning for

- continuity of services and
- parental support and involvement.

HISTORY/BACKGROUND

- Cone Elementary School and Verner Springs Head Start Center and within two blocks of each other.
- The Verner Springs Head Start Center was fully enrolled with 20 children. Cone Elementary was under-enrolled; and attendance was irregular.
- Parents of children enrolled at Cone Elementary were displaying negative attitudes toward public schools.
- Head Start children and families expressed a need to feel comfortable in a public school setting with respect to curriculum implementation and family support.
- Head Start received funds for expansion because the program had outgrown its facility and needed to expand services. Space was limited at the Verner Springs Center.
- Cone Elementary had an empty classroom.
- Verner Springs Head Center did not have an operable kitchen. Food was transported from another Head Start center's kitchen.
- Cone Elementary had the capacity to provide needed food services from its existing kitchen.
- A parenting program was in place at Cone Elementary. Staff in this program expressed a need to enhance services to families.
- Federal and state mandates were issued to improve transition and interagency collaboration.
- Collaboration between the two agencies seemed to be a possible solution to the problems of both agencies.

Background

Greenville is the second largest city in South Carolina, the U.S. home of Michelin Tire and BMW, and an area of diverse industrial growth.

Cone Elementary School and the Verner Springs Head Start Center are located in the Poe Mill area of Greenville.

The Poe Mill area is one of the most economically disadvantaged communities in the Greenville area. Its unemployment rate is very high. Its population is largely transient, and there are few homeowners. The textile industry, which provided economic strength and support through the 1980s, has shut down.

Cone Elementary School is in a neighborhood that, according to 1980 census data, had fewer than 30 percent of its children who were considered economically disadvantaged. Today, 91 percent of its students are on the free and reduced lunch program.

Many of the parents who are working are considered under-employed--working for minimum wages only 20-30 hours per week. Most parents are also under-educated--less than 50 percent have a high school diploma. Education and high-tech skills, which once were not needed to secure jobs in the area, are now necessary for work at GE and BMW.

The new industrial growth is located 15 to 20 miles out of town. Those who once walked to the neighborhood mill now have transportation problems. While the average middle class family in Greenville has two or more automobiles, only a few families in the Poe Mill area have even one dependable automobile.

Presently, the Greenville Redevelopment Authority is working to upgrade/refurbish the houses in the area. Banks are supporting this program by providing low-interest loans to the property owners who are renting the homes. The National Habitat for Humanities program is currently building homes between the school and the Head Start center in an area once called "Hobo Jungle." Habitat and the Redevelopment Authority are renewing a sense of hope and pride in the community.

PROGRAM DESCRIPTION

- Staffing: Public School - one half-day teacher; one half-day teacher assistant
  Head Start - one full day teacher; one full day teacher assistant
- In the morning, the Head Start teacher and teacher assistant transport twenty, four-year-old children to the Head Start Center in the Head Start van.
- Children are fed a family-style breakfast and engage in health routines such as washing hands, brushing teeth, and daily health checks.
- Children are involved in learning experiences at the Head Start Center using the High/Scope curriculum framework. Materials and activities are chosen to reflect the cultural backgrounds of the children.
- At noon each day, the Head Start staff transport the children in the Head Start van to Cone Elementary School.
- At Cone Elementary School, children participate in the school lunch program in the school cafeteria. Children are provided seating at tables using child-sized chairs and tables. The Head Start and public school staff work together to assist the children while they eat.
- The Head Start teacher and teacher assistant return to the Head Start Center to plan for the next day.
- Children rest in their Cone Elementary School classroom on mats provided by Head Start.
- After the rest period, children participate in High/Scope curriculum activities under the supervision of the public school teacher and assistant.
- At the end of the day, the Head Start staff come back to Cone in the Head Start van and transport the children to their homes.
- Both agencies recognize parent's roles as the primary educators of their children and jointly sponsor parent activities. Daily communication is provided by Head Start staff through the Family Learning Team parent education program located at the public school and through parent conferences held by Head Start and school district teachers.
- Support services for special needs children are provided by both agencies.
- Head Start personnel conduct health and dental screenings and arrange for needed services.
- The Head Start program provides classroom observations that are conducted by a mental health professional.

BUDGET

The Education Improvement Act of 1984 provided limited funding for half-day child development programs for four-year-old children with predicted significant readiness deficiencies. Current state funding is approximately $1,250 per child.

No additional funds were required to start this program other than the funds Head Start receives from the federal government for each child and school district funding.

Additional budgetary considerations include funds for

- professional development and training,
- consumable materials,
- a summer program, and
- expansion of services for families and children.

TIMELINE/CHRONOLOGY

Winter 1987	A meeting was held between education coordinators and early childhood coordinators. Outcome: first transition plan for South Carolina.
March 1990	Conference - *Alternatives to Corporal Punishment* was held in Charleston, South Carolina. Lindsey Cole, Principal at Cone Elementary School, got the idea about collaboration from a conference exhibitor.
April-May 1990	Cole contacted his local Head Start Director and received encouragement to pursue the idea of a collaborative partnership. Representatives from Cone Elementary and Head Start met to discuss a plan.
May-July 1990	Planning meetings were held concerning enrollment, calendars/scheduling, transportation, food services, and approval from the school district to implement a pilot program. The local Head Start program sought approval from its regional office. A partnership agreement was formed.
August 1990	Public school and Head Start personnel agreed to conduct joint development screening. Both groups also agreed to use the High/Scope curriculum.
Sept. 1990	The program began: 20 students, 2 public school staff, and 2 Head Start staff participated.
Nov. 1990	Cole received correspondence from a principal at a public school in Union, South Carolina. This school shared facilities and staff with Head Start. This inspired Cole to pursue housing Head Start at Cone. Conferences with early childhood coordinators were held at the school district office.
Sept. 1990-May 1991	Periodic meetings were held to discuss progress and modify programmatic activities.
August 1991	Four other Head Start/Public School partnerships were formed in the Greenville County School District.
Oct. 1991	Head Start officials and public school officials signed a partnership agreement which included a formal contract for each student.
August 1992	A sixth partnership was formed at another school in the Greenville School System.

TRANSITION ELEMENTS

Curriculum

Both agencies use the High/Scope curriculum, which encourages team teaching and supports cooperative learning between teachers and children as they actively collaborate in the classroom setting. This curriculum emphasizes cognitive development through active learning experiences.

Special-Needs Children

Children with special needs are mainstreamed as fully as possible into the primary education programs provided by the regular classrooms of the Head Start and School District of Greenville County program.

The School District of Greenville County provides the following services for these 20 children:

- speech evaluations,
- speech therapy,
- psychological evaluations, and
- psychological services.

Pertinent information concerning the evaluation and professional services provided these children are shared in a professional confidential manner between agencies.

This cooperative effort between two agencies provides increased efficiency in program planning, better community support, and a wider pool of resources to help enrich the lives of young children and their families.

The following services are provided exclusively by the Head Start program:

Mental Health Observations. The Head Start program provides written mental health observations of the children and teachers in the classroom setting by a mental health professional. The mental health professional also observes children with special needs in the classroom and gives specific technical assistance to the teachers who are serving high-risk children and/or children with special needs.

Health Screening and Medical Services. Health screening and follow-up medical services are provided by the SHARE/Greenville-Pickens Head Start program for all enrolled children.

Dental Screening and Follow-up Services. Dental screening and follow-up dental referrals are provided by the SHARE/Greenville-Pickens Head Start program for all enrolled children.

Transportation. All needed transportation is provided for Head Start children and their families by Head Start personnel using a Head Start vehicle.

Parent Involvement/Comprehensive Services. Head Start's philosophy of comprehensive services for young children and extensive parental involvement opportunities for parents and families has been a national model since 1965. Blending this philosophy with the public schools' current emphasis on parent education and continuity of programs and services promises an increase in the quality of programs for young children and their families in Greenville County.

Enrollment. Both agencies enroll children in the program. The system of enrollment meets the basic criteria and regulations of Project Head Start and the Education Improvement Act (EIA) Child Development Program for four-year-olds.

Developmental Screening. Head Start children are screened within 30 days of enrollment using a battery of screening tests selected by the Screening/Assessment Committee. Screening results are used to help identify children in need of further evaluation.

The School District of Greenville County screens children prior to entry using the DIAL-R screening instrument, which includes parent information about the child. Screening results are used by the school district as part of the criteria for enrollment in the EIA Child Development Program.

Hearing, Speech, and Vision Screening. Hearing, speech, and vision screening are administered by personnel from the School District of Greenville County.

Nutritional Services. Both agencies provide meals and supplemental snacks that meet USDA requirements for child care food programs.

Head Start provides the breakfast meal and mid-morning food supplement. The School District of Greenville County provides the lunch meal and the afternoon food supplement. Special diets for children are provided as needed.

Educational Assessment. Both agencies use an agreement tool to assess ongoing development/educational progress and plan developmentally appropriate curricula. Assessment results become a part of the child's permanent record.

Head Start uses the Brigance Inventory of Early Development. Developmental progress is recorded in each child's personal booklet and shared with parents on an ongoing basis for reviewing the child's developmental/educational progress and planning appropriate curricular activities.

The School District of Greenville County uses an informal assessment tool in which observations of pupil behaviors are recorded as they relate to the 52 key experiences of the High/Scope curriculum.

Assessment results are also used to plan curricular activities and communicate ongoing progress with parents.

Personal Professional Development. In the early beginnings of the collaborative effort between the school district and Head Start, the partnership agreement described shared professional development in the following manner:

- Exchange training calendars and staff development bulletins
- Provide opportunities for staff to participate in each agency's scheduled training sessions on a limited basis
- Exchange professional staff to provide training in specific areas such as vision and hearing screening and reporting child abuse and neglect
- Provide training and technical assistance to staff dealing with special-needs children.

Training opportunities have expanded to include both agencies attending state and national conferences relating to early childhood education and collaboration issues.

Social Services/Parent Involvement. The programs in both agencies provide opportunities for parental involvement in the educational setting; adult literacy programs are also an important component.

- Head Start has a licensed social worker and a parent involvement coordinator to support formal and informal training experiences for adults.
- The School District of Greenville County has a licensed social worker housed at Cone Elementary to coordinate the school district's goal, Target 2000 Parent Education Grant: Training Opportunities for Parenting Success (TOPS).

Home Visits/Parent Contacts. Both agencies are required to make two home visits a year. The School District of Greenville County's home visits are scheduled so that one takes place prior to a child's entrance to school; the other is in late winter.

Head Start provides for home visits in November and April.

Two additional parent conferences are scheduled during the year to share ongoing pupil progress and plan educational experiences for children.

Home visits are used to share the child's educational progress and plan educational experiences to be used at home and school.

These 20 children have the benefit of increased parent-teacher interaction. The two agencies reinforce each other with stronger and more frequent educational involvement of teachers and parents in the education of the children.

EFFECTIVENESS INDICATORS

During the year prior to the partnership, attendance of four-year-old children at Cone Elementary averaged approximately 12.68 children per day for a total of 2,030 total days. For the school year, 1992-93, the program averaged 17.41 children per day for a total of 3,133 days--a significant gain.

ATTENDANCE STATISTICS		
YEAR	**TOTAL DAYS ATTENDED**	**TOTAL DAYS ABSENT**
1991-1992	2982	206
*1990-1991	2819	339
1989-1990	1892	170
1988-1989	2351	327

*first year of partnership

According to South Carolina State Department of Education guidelines, there can be 20 children enrolled in the program (four-year-old kindergarten) at one time. Prior to 1990-91, the first year of the partnership, it was hard to keep 20 children enrolled in the program or coming to school on a regular basis due to lack of parent involvement and transportation to school. The partnership has insured a constant maximum enrollment of 20 children and, with transportation, regular attendance.

Parent involvement has increased. Parents are attending parenting programs at school, PTA events, and programs and are communicating with teachers on a regular basis.

This partnership has been recognized as a Promising Program by SERVE and also recognized by the School Board of the School District of Greenville County. It was presented at the 1991 SCAEYC fall conference, the SERVE Early Childhood Regional Symposium in November, 1991, and at the Head Start/Public School Transition Conference in Columbia, South Carolina, in the fall of 1992.

By the fall of 1993, at least three other public schools and Head Start centers duplicated this model successfully.

FUTURE PLANS

- Joint planning of shared staff development in High/Scope training for public school and Head Start teachers together
- Joint sharing meetings
- Training in team building and collaboration for administrators and teachers
- Staff training that relates to the problems encountered by dysfunctional families
- Expansion of family literacy programs
- Use funding/support provided by the Chapter I Schoolwide project (status acquired 1992-93) to help meet needs
- Develop a parent handbook relating to transition

REFERENCES, RESOURCES, TESTIMONIALS

Videotape - *A Day in the Life of a Four-Year-Old* (available upon request).

SERVE - *Sharing Success* and *Passages* videotape

Newspaper - *Greenville News* -Extra- 3/24/93. An innovative school program gets notice

Newspaper - *Greenville Piedmont* 1/18/93. Program prepares 4-year-olds for school

Dimensions of Early Childhood *Head Start and public schools in Greenville, South Carolina: A "person to person" success story*

Preschool Liaison Program

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PHILOSOPHY/VISION/MISSION

At the core of the School Board of Alachua County's Preschool Liaison Program is the belief that collaboration with community service providers is essential for delivering the most effective and comprehensive services for young children and their families. This collaboration allows needs to be met by collocating, combining, and building on existing resources. An important component of the vision is the belief that no child can be educated in isolation from his family; a program must offer comprehensive services for the child and his family.

Key Elements

- District Interagency Council to explore needs and arrange access to services
- Comprehensive child development program for four-year-olds that includes education, health, social services, parent involvement, and career development. These services will provide a strong foundation that will assist children and their families as children move from the preschool program into kindergarten
- Family Services Center that delivers needed services to children and families in a "one-stop-shopping" setting
- A spring kindergarten registration day that provides an opportunity for sharing about needs and available services between families, preschool, and the public school
- Inservice training available to all care providers and educators
- Shared resources between the preschool and the school district. Preschools participating in the Preschool Liaison program are able to get supplies through the school board distribution center at school board price
- Summer transition program that includes joint- and team-teaching opportunities for preschool and kindergarten teachers

HISTORY/BACKGROUND

The Preschool Liaison Program was developed as a collaborative effort to address the needs of preschool children and their families in Alachua County, Florida. According to Director Bebe Fearnside, children in the county were entering kindergarten on an "unequal playing field:" education, medical, nutritional, and social service needs had not been met for many of the children.

Phase I of the program began in 1972 when Fearnside, then an innovative kindergarten teacher, received an ESEA Title III grant to develop a preschool program for low-income children that would include a strong partnership among the teachers, parents, and community agencies. Two project CIRCLE sites were opened: one site operated a HUD low-rent housing development and served three-and four-year-olds and the other site operated in a public school.

The program was validated by the National Diffusion Network in 1976 and serves as a demonstration site.

Funding for Project Circle ended in the Spring of 1976; however, the two operating programs remained open as child-care centers and were funded with Title XX money.

Phase II began in 1977 when the county received another ESEA grant that was used to supplement existing Head Start funds. Using these two funding streams, the school system operated 6 centers serving approximately 130 children. ESEA funds were cut in 1980; five Head Start centers remained open in the rural areas of Alachua County.

In 1980, the Alachua County superintendent created the position of Preschool Liaison Specialist and appointed Fearnside. This specialist was charged with serving as a liaison among the county's various public and private preschool programs, the school district, and community service agencies. Fearnside worked to develop an Interagency Task Force. The Task Force has broad school and community representation and works to determine the needs of all preschool children in Alachua County. Through the work of the Task Force and the needs that emerged, Fearnside developed workshops for preschool providers and the school system. The goal of these workshops was to facilitate sharing resources and information. The Junior League became active by developing and facilitating parenting classes. The Preschool Liaison also initiated a kindergarten registration day which takes place in April. The registration days were established in order to provide parents, preschools, and the public school an opportunity to share information.

Phase III began in 1986 when the school district was chosen as one of eight Pre-K-Early Intervention pilot projects in Florida. Head Start expansion funds and state Pre-K money were combined to add child-care centers and increase services to young children and their families.

The Task Force determined that there were not enough slots available in publicly funded preschool programs to serve all the qualified children in Alachua County. The Task Force also became aware of the disparity in funding of the various preschool programs. To address these issues, the Preschool Supervisor (previously Preschool Liaison Specialist) initiated a program in which the district would contract for slots in private preschool programs and provide funds for educational services and program enhancement to subsidize child-care programs.

During this phase, the Interagency Task Force became the Interagency Council. This Council continued to assess the needs of children and families in Alachua County. A Family Services Center was developed as a "one-stop-shopping" setting for providing families with available social services. Presently, the program directly serves 750 children and their families, with 1,500 touched indirectly through contracted slots.

Background

Gainesville is the county seat of Alachua County and is located in north central Florida. It is the site of a state university and a community college; population is approximately 65,000. The college population boosts this figure to approximately 100,000. It is the center of Alachua County and is surrounded by impoverished rural areas.

The Gainesville metropolitan statistical area is ranked fourth lowest in family income in the United States. Over 90 percent of the families in Alachua County earn less than $7 an hour, and almost one-fourth of the families live below the poverty level.

Jobs and housing present problems in Gainesville. The top three local employers are the University of Florida, Santa Fe Community College, and the Alachua County School Board. There is no major industry. Long waiting lists exist for low-income housing, and there is much movement within the county.

The school district desegregated early in the 1970s, and there were no racial problems to hinder efforts at collaboration. The university provides rich resources and expertise and fosters a collaborative environment within the community. The university is known for its efforts on behalf of the community. There is a 40-year tradition of outreach activities, particularly in the area of the health and development of young children.

PROGRAM DESCRIPTION

Alachua County's Preschool Liaison Program is a comprehensive program for at-risk children and their families. The program represents a strong collaborative effort among local preschool programs, the school district community service agencies, businesses, and families. It provides education opportunities and a "user-friendly" system for accessing social services. The preschool program provides developmentally appropriate experiences for 750 children and indirectly serves approximately 1,500 more children through contracted slots and program enhancement funding. A Family Services Center provides "one-stop-shopping" for GED classes, parent training, job placement opportunities, family counseling, and health services.

How the Program Was Put Together

The most important element in the development of this program was leadership. In 1980, the preschool liaison kindergarten teacher was appointed Head Start Pre-K Supervisor, an appointment that brought her into contact with the superintendent who shared her interests in collaboration and early childhood services.

Together, they formed a preschool liaison program to encourage private providers in the community to work with the school board in a variety of ways. The school board convened an interagency task force to examine early childhood issues. This group established itself as the authoritative source of policy, goals, needs assessment, and networking among all agencies involved in early care.

BUDGET

Funding sources for the Family Services Center support 35 staff-- part- and full-time educators, health care providers, and support staff.

- School Board of Alachua County
  - local funds
  - federal/state funds
    - Chapter I, II - in-kind services, Computer lab
    - First Start - $50,000
    - Even Start - $250,000
    - Head Start - Family Service Center $299,000
- Mental Health Services, Inc. - on-site delivery of services
- Florida Health and Rehabilitative Services - on-site service delivery
- State University System
  - University of Florida - in-kind services - College of Nursing
  - Santa Fe Community College - on-site delivery of services
- Off-site collaborating organizations

Head Start/Pre-K Program - 750 children

- 40 classrooms (1 teacher, 1 assistant in each)
- 5 educational specialists
- 4 social workers
- 1 special needs coordinator
- 1 health needs coordinator
- 1 director
- 1 secretary
- 1 parent involvement coordinator

School Board of Alachua County
- local funds - in-kind building space, transportation
- federal funds - $1.8 million
  - Head Start
- state dollars - $1,950,000

TIMELINE/CHRONOLOGY

1966	School Board becomes Head Start Grantee
1972	Kindergarten teacher (present preschool director) received Title III ESEA grant to deliver services to low income three- and four-year-olds and their families: Project CIRCLE
1976	Initiated Parenting Education Program open to all parents.
1980	Kindergarten teacher appointed preschool liaison director. Workshops with preschool/kindergarten teachers begin — curriculum materials developed
1980	Interagency Task Force formed — assessed needs of preschoolers
1986	District chosen as one of eight pilot projects for the State of Florida Pre-Kindergarten Program.
1987	Head Start begins contracting with Title XX child-care centers.
1990	Summer Transition Program begins for rising kindergarten students and their Head Start and kindergarten teachers.
1990	Family Service Center opens.
1991-93	Many new services programs added to family service centers.
1993	Program serves 750 children and families.
1993-94	Program begins liaison program to every elementary school to network services for families. Program components will provide resources to over 1,000 children and families.

TRANSITION ELEMENTS

1. Curriculum, instruction, assessment
- Developmentally appropriate curriculum
- Ongoing process with parents and Pre-K teachers

2. Collaboration
- Head Start and school system
- Interagency task force of 20 who have involvement with preschool children and their families

3. Comprehensive interagency services
- Family Services Center houses staff from many educational, social, and health service agencies for "one-stop-services" for parents

4. Systematic program evaluation
- Head Start audit
- Third party evaluation
- DOE Pre-K audit
- Self-study
- On-Site Program Review Instrument (OSPRI)

5. Shared leadership
- Interagency task force had consensus decision. The group is involved with policy, goals, needs assessment, and networking

6. Personal, professional development
- annual retreat
- 100 hours of annual inservice covering all phases of social service, health, and education needs.

7. Sensitivity to home culture, language
- anti-bias curriculum
- cultural arts in classrooms
- interracial staffing

8. Parent education and involvement
- Family Services Center
  GED training
  job training
  monthly parent meetings
  three home visits per child annually

EFFECTIVENESS INDICATORS

- All eligible four-year-olds in the county have access to preschool programs
- Increased accessibility to services for all four-year-olds and their families
- Resources and materials are shared
- Interagency Council has been a model to the state and replicated in all Pre-K programs statewide

Surveys, scores, numbers of referrals, parent attendance data, cost redirection, retention information, portfolio results, etc.

- Comparison of pre/post DIAL-R scores of 750 children shows significant gains
- Comparison of kindergarten screening shows mastery of items comparable to district mastery
- Longitudinal study of database information shows fewer ESE referrals, lower retention rates, and less Chapter I placement than comparison studies

FUTURE PLANS

The Preschool Liaison Program has plans to involve more children and their families with the Family Services Center. School liaisons will be hired to help families in five schools access services through the Center.

Funding has become available for a permanent structure to house the Family Services Center. Additional structures will be built to house two Head Start/Pre-K classrooms and two Head Start handicapped programs. The four classrooms will open into a central area to promote inclusion activities.

REFERENCES, RESOURCES, AND TESTIMONIALS

- Chosen Exemplary Pre-K program - 4 years
- Showcased by 1990 Florida Legislature - House Education Committee
- PBS special *America's Educational Revolution: A Report from the Front"* - produced by Tim Smith, McNeal/Lehrer News Hour (filmed 9/92).
- PBS special hosted by Walter Cronkite (filmed 1/93).

- Featured in the following SERVE products/materials

1. *Sharing Success in the Southeast: Promising Programs in Preschool-to-School Transition*
2. *Passages: Providing Continuity from Preschool to School* (videotape)
3. *Leadership for Collaboration: A Training Program*

Locally Produced References

- *Great Beginnings for Preschoolers*, Alachua County Pre-Kindergarten Program, 1990, 18 minutes, VHS.
- *Day Care Center Directory*, Alachua County, 1991-1992 (40-page listing of local day care services, and charges).
- *Community Assessment for Families*. Referral and Evaluation Training Resources Center, June 1988. Sponsored by the Florida Department of Health and Rehabilitative Services (50-page listing and description of public, private, and non-profit agencies and services related to child care, health, education, and training).
- The Family Day Care Home Enhancement Project by Alachua County Schools Early Childhood Program, Alachua Community Coordinated Child Care, Inc., Health and Rehabilitative Services, 1992. The project provides a language stimulation model from birth to 3 years, including training in early language acquisition and language enhancement activities (50 pages).
- *Teacher-Made Early Childhood Curriculum Materials*, School Board of Alachua County, 1976 (50 pages).
- *Preschool Resource Curriculum Guide*, School Board of Alachua County, 1984 (40 pages).
- (Project Circle), *Handbook: Activities Involving Parents*, School Board of Alachua County, ESEA Title IV/C, State of Florida Department of Education, 1976 (25 pages).
- Parenting Education Program, School Board of Alachua County, 1983.

OVERHEADS

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Program Objectives:

At the end of this workshop, participants will understand the need for effective collaborative relationships and have increased skills for

1. Understanding what collaboration is and why it is important
2. Identifying a process for establishing collaborative relationships
3. Setting up and conducting collaboratives
4. Identifying appropriate team members and their roles and responsibilities
5. Effectively utilizing individual team members' talents and contributions
6. Developing effective action plans
7. Ensuring successful implementation and evaluation of teams' collaborative efforts
8. Aligning collective resources to maximize their impact
9. Identifying barriers to collaboration and strategies for overcoming them

Workshop Participants' Roles:

During the workshop, participants will rotate through a variety of roles.

Facilitator:

The functions of the facilitator are to

- guide the participants through the workshop materials and activities
- lead and encourage discussions and group interactions
- assist participants in assimilating information
- keep the workshop on task and on time
- coach participants in mastery of workshop materials

Participant:

The functions of the participant are to

- actively engage in the process of the workshop
- share perceptions and knowledge with the group
- give feedback on materials, activities, and learning

Recorder:

The functions of the recorder are to

- assist the group by documenting and charting the participants' perceptions and interchange of ideas and knowledge
- assist the workshop leader

Small Group Leader:

The functions of the small group leader are to

- facilitate small group work and practice sessions
- promote successful collaborative results/outcomes for breakout groups

Critical Observer:

The functions of the critical observer are to

- observe, take notes, and/or give feedback to groups or individuals

Module I: Program Introduction

Objectives:

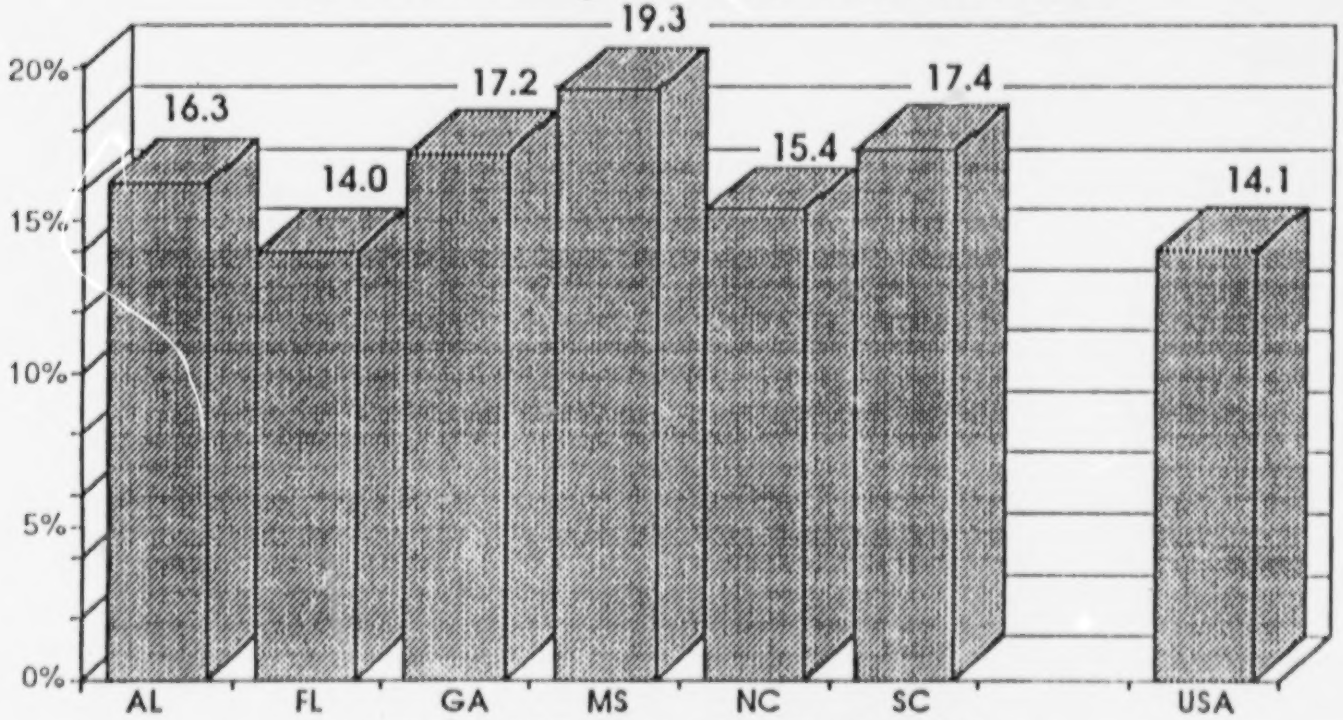
1. Clarify terminology and broaden knowledge of frequently used words

2. Clarify the meaning of "interagency collaboration" and learn how it differs from cooperation and coordination

3. Identify the defining features of three inter-organizational arrangements

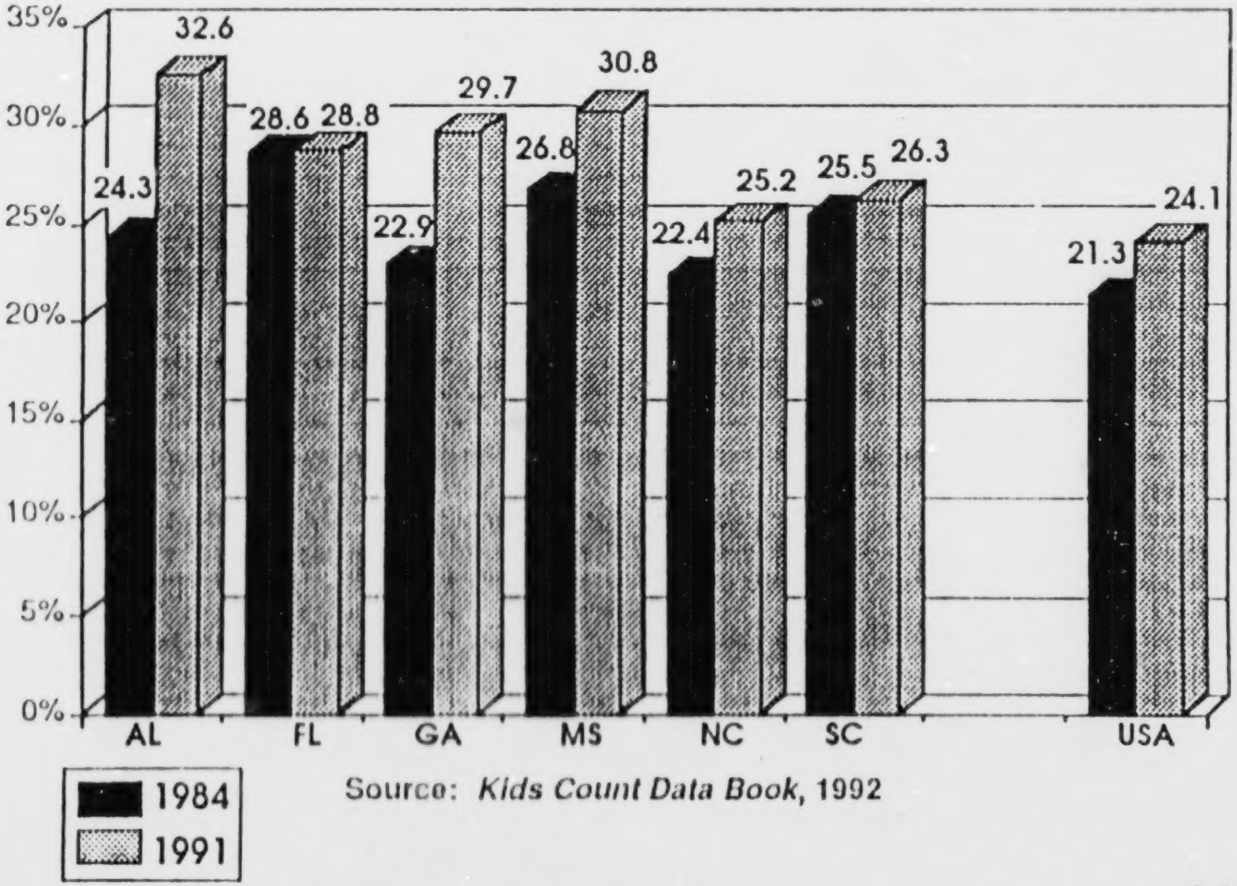
4. Understand the change process

Percent of Single-Parent Families, 1990



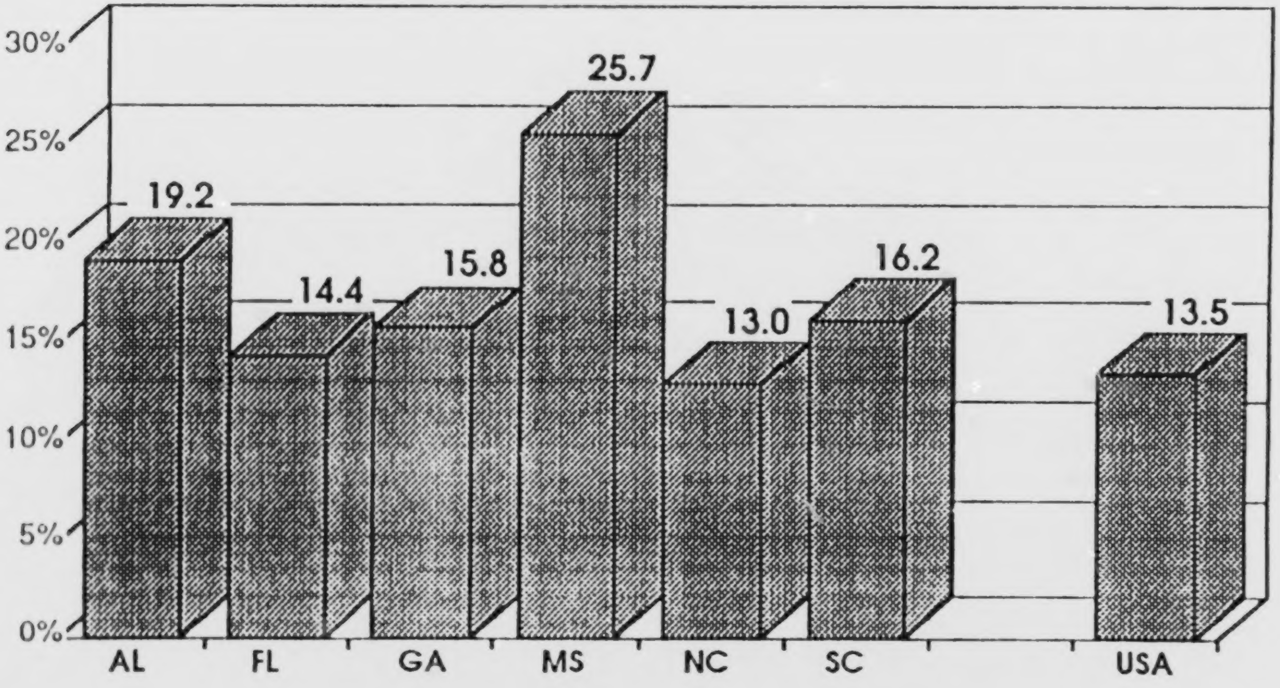
Source: U.S. Bureau of the Census, 1991.

Percent of Children Living in Single-Parent Households in 1984 and 1991



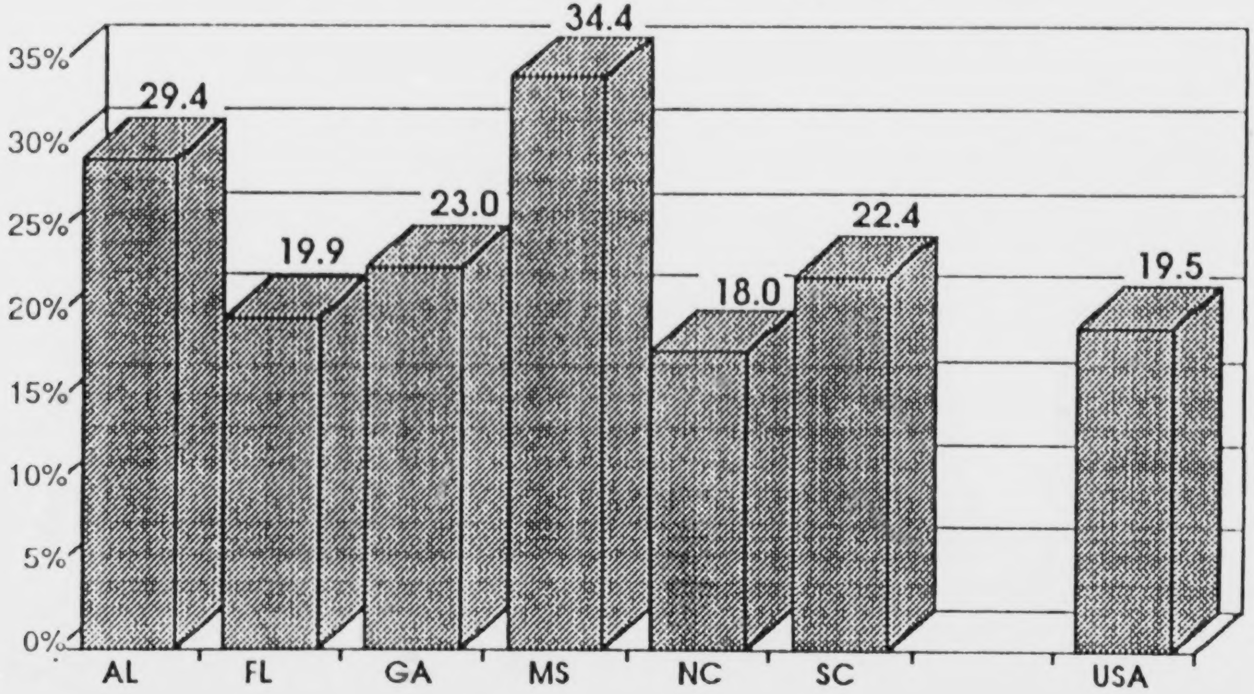
Source: *Kids Count Data Book*, 1992

Percent of Persons in Poverty, 1990



Source: U.S. Bureau of the Census, 1991.

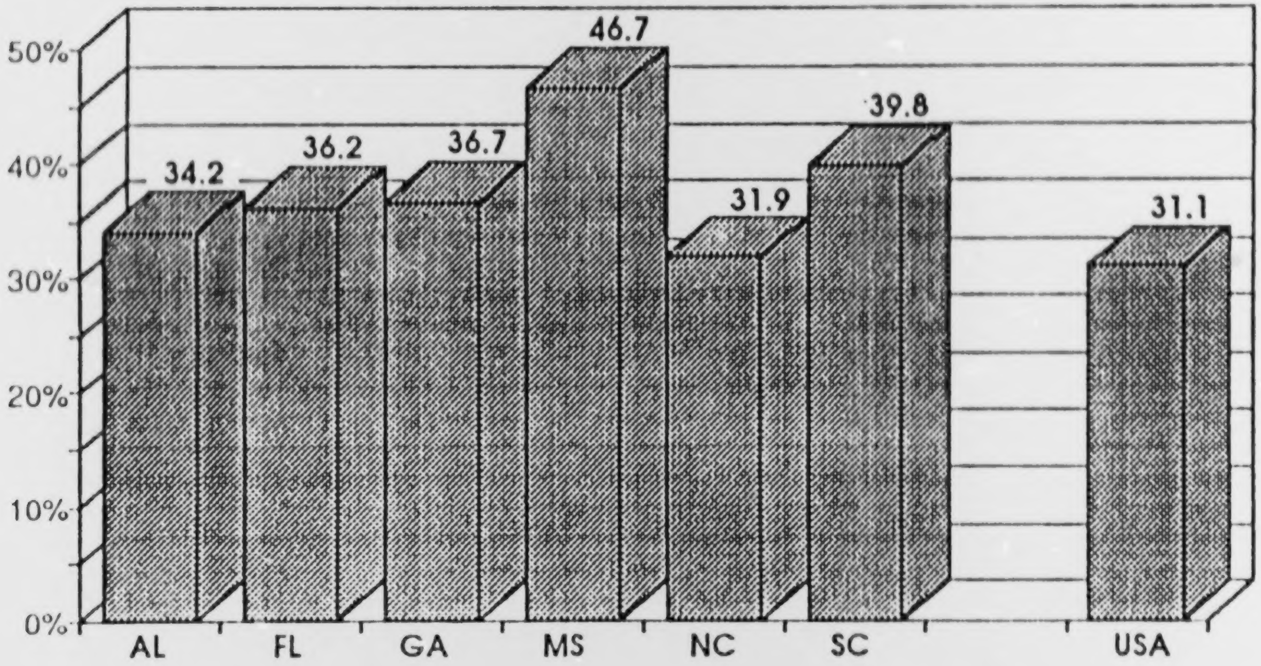
Percent of Children in Poverty, 1986-1990*



Source: *Kids* Count *Data Book*, 1992.

*Five-year average of percent of related children under age 18 who live in families with income below the poverty threshold.

Minority Youth as a Percentage of All Youth, 1990



Source: *Kids Count Data Book*, 1992.

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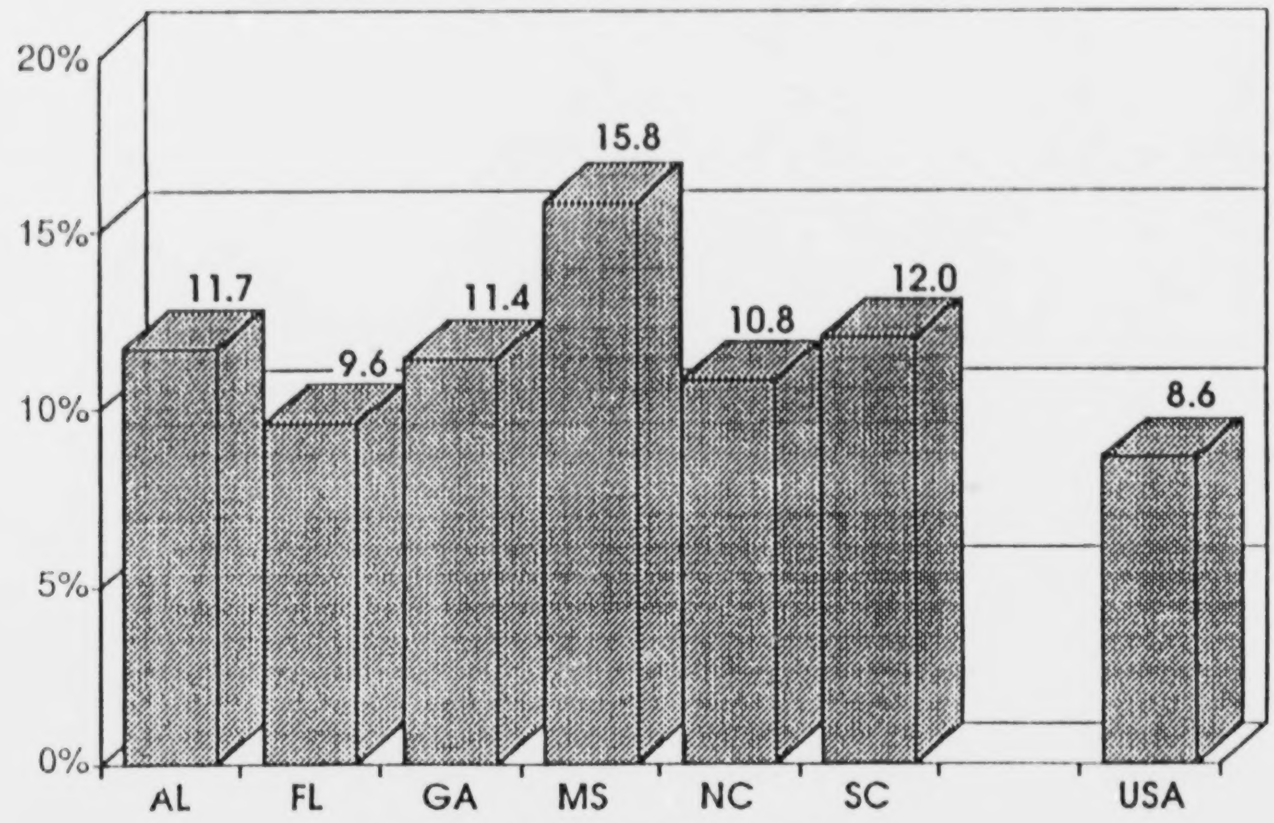
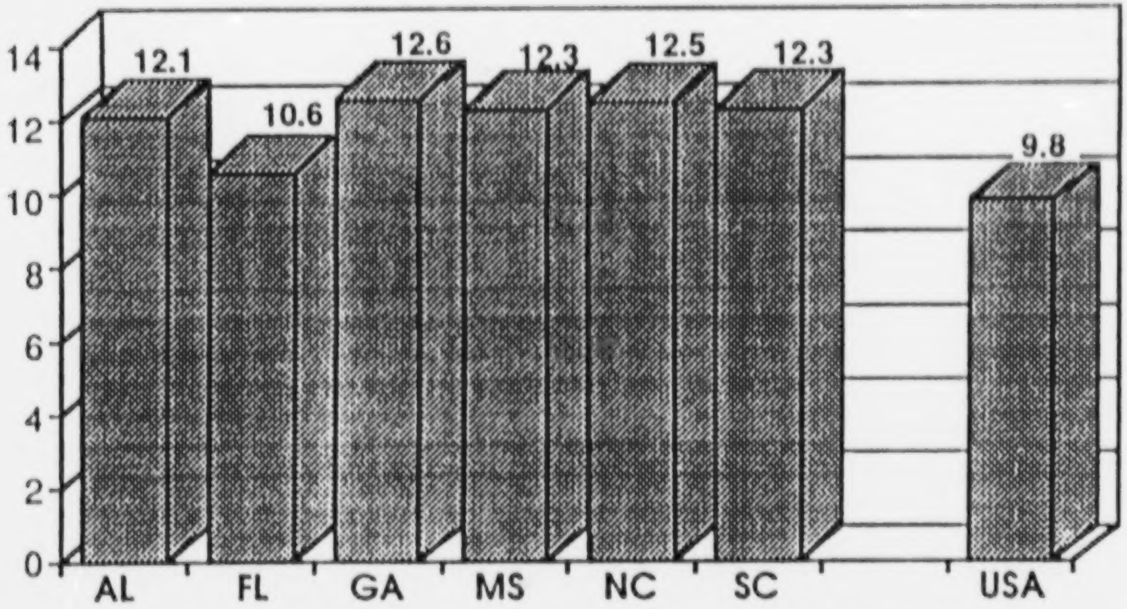
Percent of Births to Teen Mothers, 1989



Source: *Kids Count Data Book*, 1992.

Infant Mortality Rate, 1988
(deaths per 1000 births)



Source: *Statistical Abstract of the United States, 1991*, 1992.

Eight Elements of Continuity

Continuity is enhanced through

1. **developmentally appropriate and culturally sensitive curriculum, instruction, and assessment** across all those providing care and education to children from birth through age eight.

2. ongoing **communication and collaboration** among all adults responsible for the care and education of children from birth through age eight.

3. a continuum of **comprehensive, integrated services** to children from birth through age eight and to their families.

4. **a systematic process of program evaluation and improvement** involving all those providing care and education to children from birth through age eight.

5. **shared leadership and responsibility for decision making** by all family, school, and community partners involved in the care and education of children from birth through age eight.

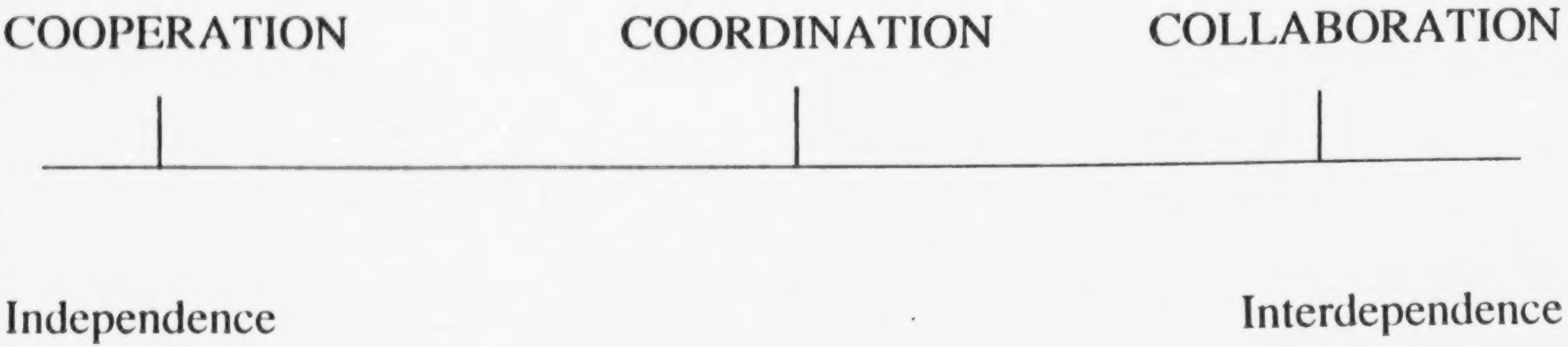
6. a systematic and coordinated approach to **personal and professional development** for all those providing care and education to children from birth through age eight.

7. the expression of **sensitivity to home culture and home language** by all those providing care and education to children from birth through age eight.

8. **education, empowerment, and involvement of families** of children from birth through age eight.

(Continuity in Early Childhood: Elements and Indicators of Home, School, and Community Linkages, 1993)

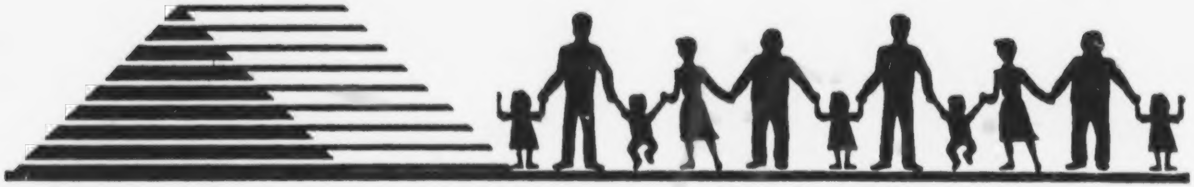
Continuum of Inter-Organizational Efforts



COOPERATION COORDINATION COLLABORATION

Independence Interdependence

From *Designing Effective Inter-Organizational Networks*, B.A. Intriligator, University of Hartford, 1992



COOPERATION

An informal understanding to help one another without losing autonomy, sharing resources or leadership, or making any changes in service or operations.

COORDINATION

Coming together to work on a task or program with a shared goal limited in scope and duration.

COLLABORATION

The process by which organizations or individuals make a commitment to work together on a specified problem and unite to achieve common goals which cannot be achieved by each organization working alone.

Features of Interagency Organizations

Interagency Objective

Interagency Policies

Interagency Structure

Personnel Roles

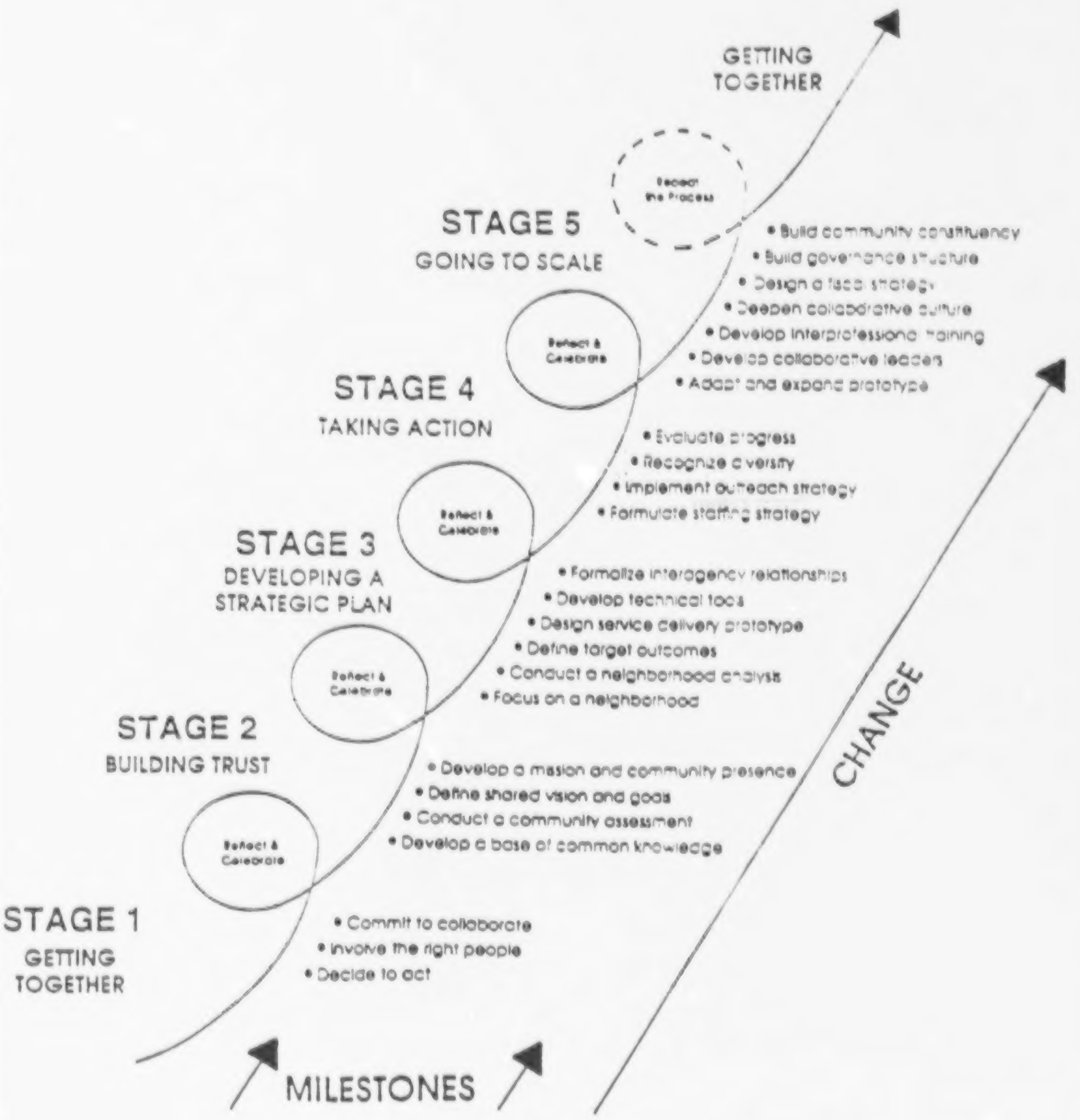
Resource Allocation

Power and Influence

Interagency Relationships

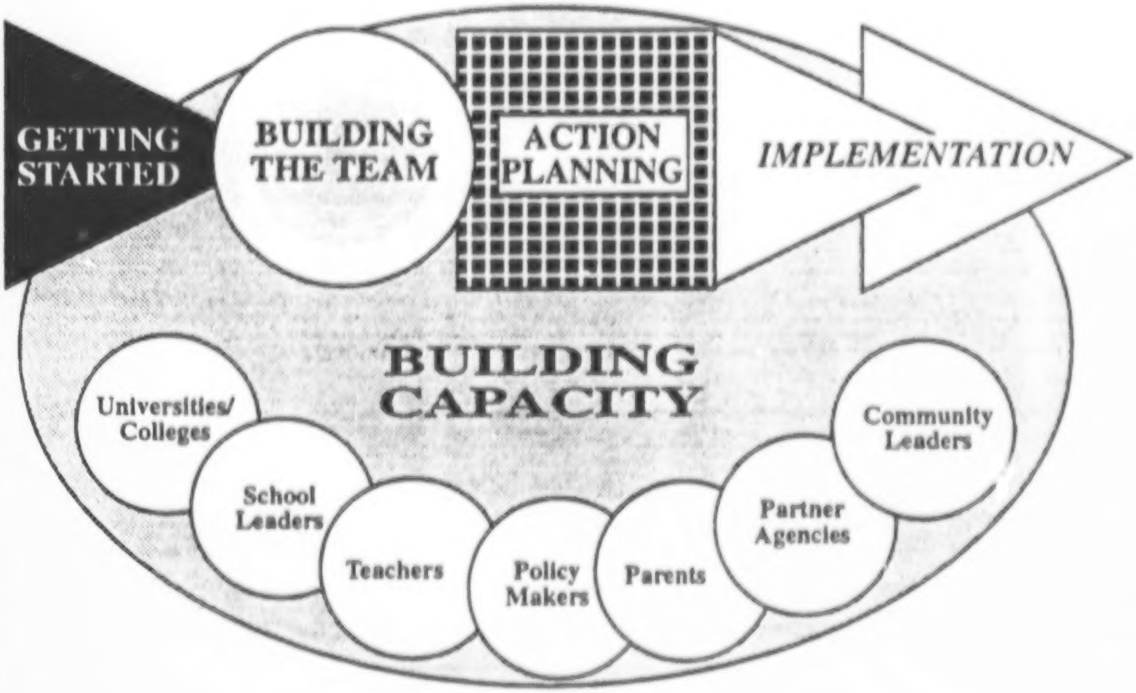
(Intriligator, 1992)

Realizing the Vision: A Five-Stage Process


GETTING TOGETHER
Repeat the Process
STAGE 5
GOING TO SCALE
• Build community constituency
• Build governance structure
• Design a fiscal strategy
• Deepen collaborative culture
• Develop interprofessional training
• Develop collaborative leaders
• Adapt and expand prototype
Reflect & Celebrate
STAGE 4
TAKING ACTION
• Evaluate progress
• Recognize diversity
• Implement outreach strategy
• Formulate staffing strategy
Reflect & Celebrate
STAGE 3
DEVELOPING A STRATEGIC PLAN
• Formalize interagency relationships
• Develop technical tools
• Design service delivery prototype
• Define target outcomes
• Conduct a neighborhood analysis
• Focus on a neighborhood
Reflect & Celebrate
STAGE 2
BUILDING TRUST
• Develop a mission and community presence
• Define shared vision and goals
• Conduct a community assessment
• Develop a base of common knowledge
Reflect & Celebrate
STAGE 1
GETTING TOGETHER
• Commit to collaborate
• Involve the right people
• Decide to act
CHANGE
MILESTONES

(Melaville, Blank, & Asayesh, 1993, p. 19)

LEADERSHIP FOR COLLABORATION



GETTING STARTED

BUILDING THE TEAM

ACTION PLANNING

IMPLEMENTATION

BUILDING CAPACITY

Universities/ Colleges

School Leaders

Teachers

Policy Makers

Parents

Partner Agencies

Community Leaders

SERVE

SouthEastern Regional Vision for Education

Module II: Getting Started

Objectives:

1. Identify and understand the importance of a catalyst and stakeholders in a successful collaborative effort
2. Demonstrate understanding of the stages of team development
3. Identify team members and their roles and responsibilities
4. Effectively utilize individual team members' talents and contributions
5. Identify and articulate the process for developing a team's purpose and vision

Working as a Team

The hardest part of changing the way work is done is learning to work as a TEAM!

Things are the way they are because they got that way.

Unless things change, they probably will remain the same.

Change would be easy if it were not for all the people.

People do not resist change; they resist being changed.

Source: Scholtes, 1992

Stages of Team Development

Forming

Dependent on leader

Concern about clarity of task

Storming

Conflict with members, leader, and task

Norming

Cohesiveness

Shifting leadership

Performing

Interdependency

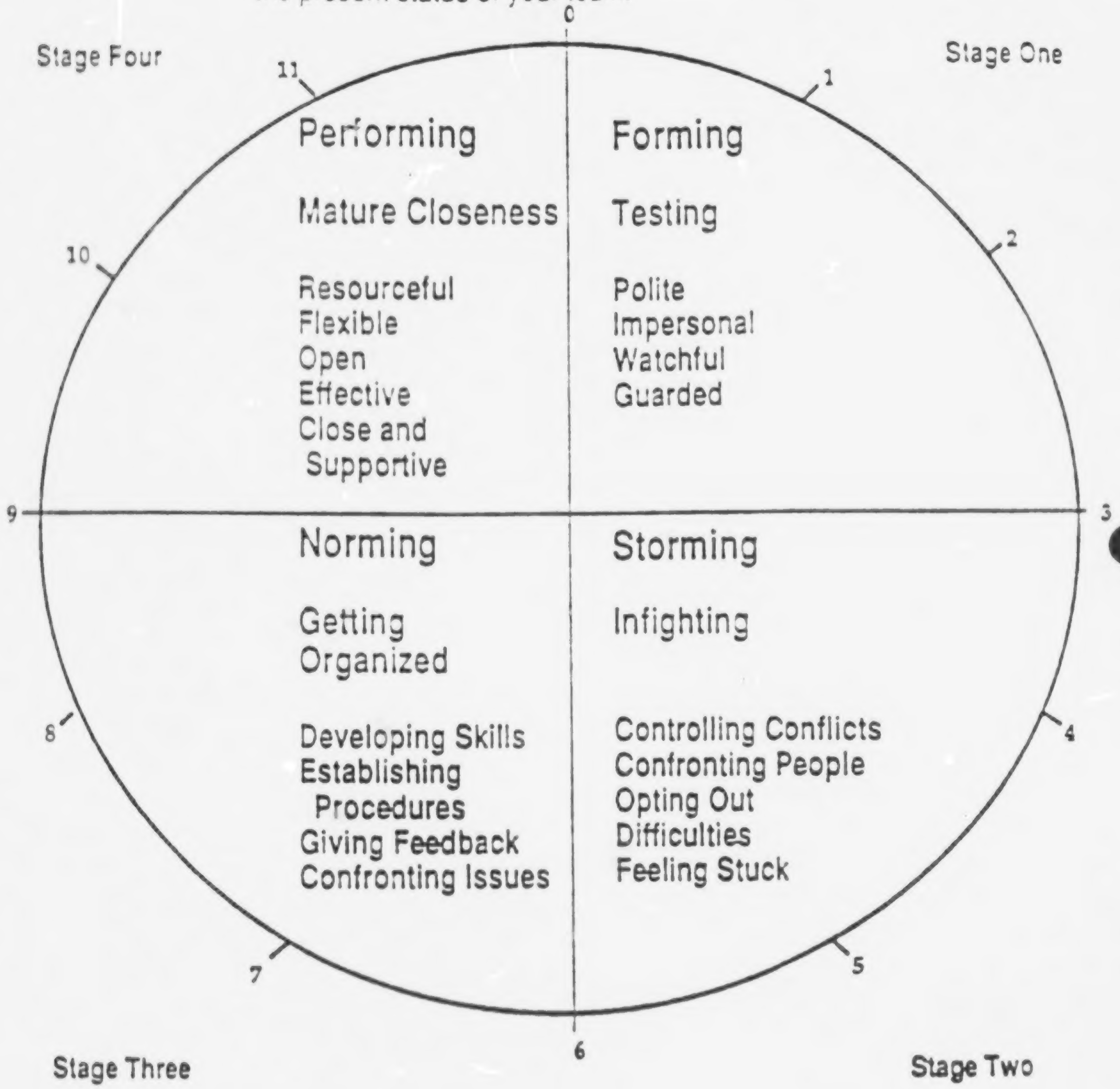
Creativity

High productivity

Tuckman (1965)

Team Development Wheel

Instructions: Place a mark on the circumference of the wheel to represent the present status of your team.



Stage One

Forming

Testing

- Polite
- Impersonal
- Watchful
- Guarded

Stage Two

Storming

Infighting

- Controlling Conflicts
- Confronting People
- Opting Out
- Difficulties
- Feeling Stuck

Stage Three

Norming

Getting Organized

- Developing Skills
- Establishing Procedures
- Giving Feedback
- Confronting Issues

Stage Four

Performing

Mature Closeness

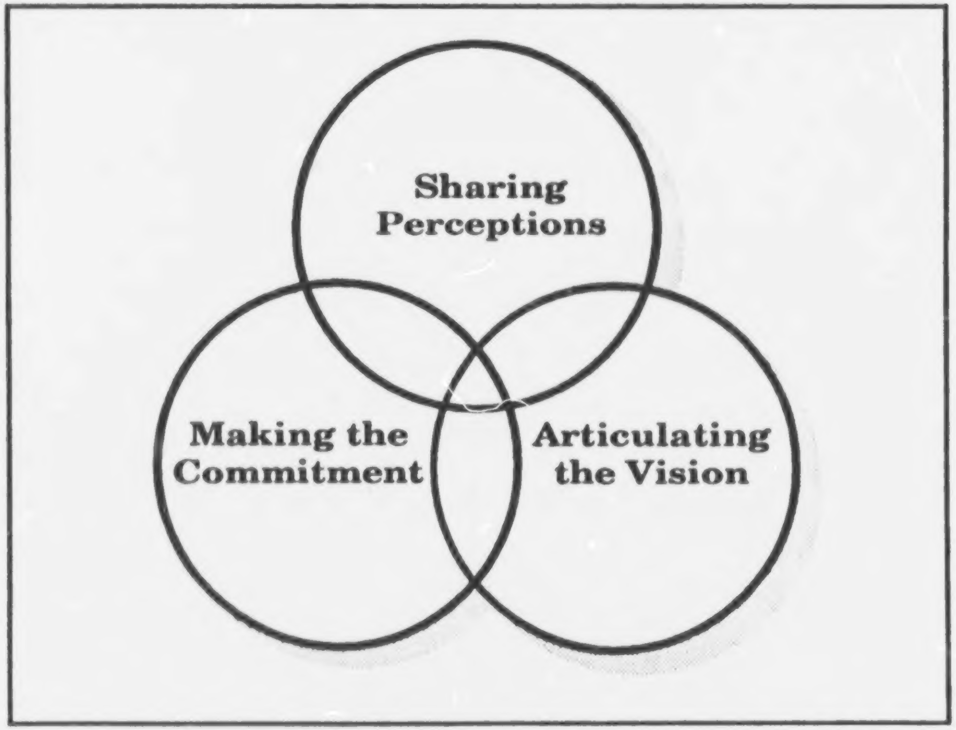
- Resourceful
- Flexible
- Open
- Effective
- Close and Supportive

Tuckman (1965)

What Makes A Good Team?

1. Clarity of purpose and group commitment to shared vision
2. Trust and mutual respect
3. Guidelines for effective meetings
4. Open communication
5. Use of effective decision-making techniques
6. Recognition of differences and disagreements and the willingness to deal with them
7. Clear assignments and timelines for action
8. Ongoing evaluation of team functioning

FIRST STEPS FOR COLLABORATION



Sharing Perceptions

Making the Commitment

Articulating the Vision

The Nature of Visions

Visions have been described as "blueprints for a desired state."

Visions are "images of preferred conditions that we work to achieve in the future;" our "overarching goals;" a "mental journey from the known to the unknown." (p. 82)

Visions are "a target that beckons" (p. 82) which provides a clear picture or image of a condition that has not happened yet based on standards of excellence, value, and choice, and having a quality of uniqueness appropriate to the individual organization and setting.

(Fleming, 1990)

Module III: Building the Team

Objectives:

1. Articulate a team mission statement
2. Set obtainable goals that reflect the team mission
3. Gain information about how to assess the community
4. Understand team members' functions
5. Build collaborative skills
6. Practice team roles and tools for collaboration
7. Identify barriers to, and strategies for, creating "win-win" relationships
8. Gain skills for conflict resolution

GUIDELINES FOR DEVELOPING A MISSION STATEMENT:

The statement should

- clearly represent the direction of the team's work efforts;
- be specific and succinct;
- be free of jargon, acronyms, and "insider" language;
- be agreed upon and endorsed by all members of the collaborative; and
- be developed through a group process.

Principles for Effective Teamwork

- ☐ **Responsibility for the team is shared by all team members**
- ☐ **Decisions should always be agreed upon by the team**
- ☐ **Use methods that allow as many of the team members to participate as possible**
- ☐ **Be flexible**
- ☐ **Cut down the threat to individual members**
- ☐ **Evaluate team progress continually**
- ☐ **Team members should be conscious of the importance of the roles that they play**
- ☐ **Let the team be active**

Source: Guidelines for Effective Teamwork, 1984

Open Communication

DO	DON'T
✓ Use terminology understood by all	⊗ Use jargon
✓ Practice active listening through reflection	⊗ Resist the comments and ideas of others
✓ Use clear and direct language	⊗ Disguise statements
✓ Use brief, concise statements	⊗ Share lengthy personal anecdotes
✓ Respect other speakers	⊗ Interrupt others or have side conversations
✓ Share information with all members of the group	⊗ Withhold relevant knowledge

Tools for Collaboration:

- ✓ Active Listening
- ✓ Brainstorming
- ✓ Brainwriting
- ✓ Clarifying Roles
- ✓ Fist to Five
- ✓ Reaching Consensus
- ✓ Ground Rules
- ✓ Group Problem Solving
- ✓ Nominal Group Technique
- ✓ Perception Gathering
- ✓ Process Agreements
- ✓ Recording on Charts

Potential Barriers and Suggested Strategies

BARRIERS	STRATEGIES
• Duplication of structures • Overlapping vehicles for collaboration & services • Agency mandates	
• Leadership and authority for convening collaborators	
• Time element time for developmental process time for team building	
• Fear of change and risk-taking	
• Racism	
• Attitude of complacency • Attitude of hopelessness ("it can't be done") • Attitude from past failures ("we've tried it before and it didn't work")	
• Turf protection (who is in charge and who is in control; lack of trust)	
• Funding and power issues	
• Restrictive guidelines Federal State	
• Permanency (lack of)	
• Lack of professional consensus theory ideology strategy quality	

Sabotaging Behaviors

Blocking

Attacking

Being Playful

Seeking Recognition

Deserting

Pleading Special Interests

Dominating

(*Guidelines for Effective Teamwork*, 1984)

POSITIVE RESISTANCE

Opens up an issue in a confronting manner

Develops clarification of an issue

Increases involvement

Improves problem-solving quality

Provides more spontaneity in communication

Is needed for growth

Strengthens a relationship when creatively resolved

NEGATIVE RESISTANCE

Diverts energy from the task at hand

Destroys morale and decreases productivity

Polarizes individuals and groups

Deepens differences

Obstructs cooperative action

Produces irresponsible action

Source: *Achieving Extraordinary Customer Relations*, 1988

Module IV: Action Planning

Objectives:

1. Develop an effective action plan
2. Learn how to document and disseminate team plans
3. Understand how to formalize partnership agreements

ACTION PLAN

A good action plan might include:

- **a purpose**
- **goals and objectives**
- **activities and tasks to accomplish goals and objectives**
- **designated responsibilities**
- **resources allocation**
- **a time line**

Module V: Implementation

Objectives:

1. Identify a system for continuous improvement of the team's productivity
2. Learn effective strategies for follow-up, evaluation, and dissemination of the team's outcomes
3. Learn how to gain "buy-in" from key stakeholders

Action Strategies

Hold regular meetings

Request progress reports

Use task forces or committees

Use time lines as guides

Create an advisory council

Ensuring Momentum

Rotating the leadership role

Sharing success stories

Regularly updating the Action Plan

Expanding or changing membership of the team

Outcome-Based Evaluation

1. Are the services reaching the intended target population? How has this changed since implementation of the action plan?

2. What services do customers receive that they did not receive before?

3. How has service delivery changed?

4. How has collaboration changed the relationship between the agencies involved in the collaborative partnership and the identified customers?

5. Have programs been implemented as planned? If not, what happened or what new information arose that altered the plan? Did barriers prevent implementation? What were they? Were these barriers overcome? If so, how were they overcome?

6. Do established policies and procedures for service delivery serve their purposes or simply get in the way of delivery?

(Melaville, Blank & Asayesh, 1993)

System-Based Evaluation

1. How is collaboration (including the collaborative's governance structure) working?

2. How are partners upholding interagency agreements, sharing resources, and putting new patterns of service delivery in place?

3. How are partners identifying and addressing system-level barriers?

4. What other changes, either across agencies or within individual agencies, has collaboration produced?

(Melaville, Blank & Asayesh, 1993, p. 49)

THE PUBLIC AWARENESS PLAN

Target the audience

Determine needed accomplishments

Decide what and how much information to provide

Determine strategies for communicating information

Module VI: Building Capacity

Objectives:

1. Enhance the collaborative leadership skills of partners
2. Understand the value of, and develop strategies for, establishing a formalized policy system
3. Learn to interpret and model collaborative skills to all partner organizations.

Collaborative leadership requires developing a new notion of power and learning that the more power and control we share, the more we have to use.

Richard "Jake" Jacobsen

Empowering the System:

Key Indicators of Probable Institutionalization:

✓ High-quality implementation

✓ Well carried-out, clear results

✓ Credible, integrated evaluation

✓ Good perceived "fit" with local needs and culture

✓ Increased commitment and political support; decreased resistance

✓ The presence of a powerful advocate or sponsor

✓ A collegial, professional climate

✓ Clear planning and decision making about continuation by collaborative partners and member organizations

✓ Organizational changes supporting continuation (roles, budget, procedures)

Empowering the System:

Page 2

- ✓ Reducing, consolidating, or eliminating competing programs
- ✓ An adequate resource pool of local people who can provide assistance
- ✓ Tie-in to other change efforts, staff development, innovations, and new programs
- ✓ Tie-in to member organization vision and goals
- ✓ Networking and peer support

(*Assisting Change in Education*, 1989)

Winners vs. Losers

A WINNER is always a part of the answer
A LOSER is always a part of the problem

A WINNER always has a program
A LOSER always has an excuse

A WINNER says "Let me do it for you"
A LOSER says "That's not my job"

A WINNER sees an answer for every problem
A LOSER sees a problem for every answer

A WINNER sees a green near a sand trap
A LOSER sees two or three sand traps near every green

A WINNER says "It may be difficult, but it's possible"
A LOSER says "It may be possible, but it's too difficult"

. . . BE A WINNER!

Anonymous

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Continuity in Early Childhood

Elements and Indicators

of

Home, School, and Community

Linkages

"Work in progress" being developed by the Regional Educational Laboratories Early Childhood Collaboration Network. Fall 1993.

Continuity in Early Childhood:

Elements and Indicators of Home, School, and Community Linkages

"Work in progress" being developed by the Regional Educational Laboratories Early Childhood Collaboration Network. Fall 1993.

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INTRODUCTION

Under sponsorship from the U.S.. Department of Education Office of Educational Research and Improvement and the U.S. Department of Health and Human Service Administration for Children, Youth, and Families, the ten Regional Educational Laboratories are attempting to strengthen linkages between early childhood and elementary school programs at the local, state, and regional levels. This project grew out of concerns about young children's transition to school shared by the U.S. Department of Health and Human Services and the U.S. Department of Education. In carrying out this work, the Regional Educational Laboratories have sought to draw together current knowledge about collaborative early childhood services and the transition to school. The information-gathering phase of the project led to two key conclusions:

- There is little consensus among researchers and policy makers about a specific and comprehensive definition of collaborative services that support young children's transition to school.

- Except for a small number of demonstration programs that either the U.S. Department of Health and Human Services or the U.S. Department of Education have sponsored, few fully developed transition programs exist in the field.

As a result of these findings, the Regional Educational Laboratories turned their attention to consolidating often divergent information about transition and collaboration in a way that makes it accessible and useful to the field.

This document represents a major outcome of the Regional Educational Laboratories' effort. It defines a framework for considering both the transition to school and linkages between early childhood and elementary school services. The concept of a continuum of services is central within the framework. When service providers link together to provide continuity, the connections they establish smooth transitions for children and their families. Continuity allows children and their families to build on the positive, supportive aspects of their experience as they make transitions. In other words, transitions become part of the ongoing experience of families, as opposed to being an interruption or an abrupt change that results in difficult adjustments. A review of the various attempts to address the problem of transition to school over the last two decades will set the stage for defining a comprehensive framework for continuity during the early childhood years. This review should give insight into the importance of a continuum of services in fostering continuity of experience for children and families, and in sustaining the benefits of early childhood services.

Sustaining Benefits of Early Intervention

Many people now believe that the early experiences of young children and the circumstances under which their families raise them greatly influence the children's later success. Clearly, studies of the long range benefits of early intervention programs support this view (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984; Lally, Mangione, & Honig, 1988; Lazar & Darlington, 1982). Although the research consistently shows strong long range effects of early intervention, the immediate impact of Head Start services has sometimes been found to trail off during the elementary school years.

Various analyses of early intervention have led to the conclusion that the transition to school is critical. Some have concluded that if children and families face an abrupt change at the time of school entry, the adjustments they must make may overwhelm them. In contrast, if the services available at the time of school entry build on those provided during the preschool years, children and families will continue to function competently.

Policy makers and practitioners started to voice concerns about the impact of children's experiences subsequent to attending Head Start soon after the program commenced. Over the past twenty years, several national efforts have sought to increase knowledge and improve practice related to the transition from early childhood programs to school programs. The first systematic attempt to link the preschool experience with the school program came in the form of the Follow Through Program. For more than twenty years, this program has explored alternative models for carrying forward children's early childhood experience into the elementary school years. During the 1970's, Project Developmental Continuity represented another effort to investigate linkages between Head Start and school programs. And recently, National Head Start has begun to take a comprehensive look at supporting young children's transition to school through the evaluation of demonstration projects that are collaboratively run by local Head Start programs and school districts.

Linking Early Childhood with School Experience

The various efforts to link early childhood programs with elementary school programs generally focus on one critical period of development, i.e., the transition to school. This critical period has been looked upon from two perspectives. One perspective has grown out of policy makers and educators being concerned about children's readiness for school. The first national education goal, "all children will start school ready to learn," reflects this perspective. Attention to Goal One has led to an examination of what both the family and the larger community can do to prepare young children for school. It is thought that helping young children become ready for school will smooth their transition to school and establish a foundation for academic success.

In contrast to an emphasis on children's readiness, the alternative perspective places responsibility for smoothing children's transition to school on the school program. Many experts argue that schools should be ready for children. To accomplish that end, schools should provide programmatic continuity. The curriculum should be developmentally and individually appropriate, services for the families should continue, and the participation of the families in the educational program should resemble the way it was prior to school entry.

Thus, much of the discussion about school readiness has boiled down to whether children and families should be ready for school or schools for children and families. Yet each of these statements, if taken literally, oversimplifies the issue. Every aspect of the lives of young children and their families should be considered in such a discussion. Children and the families that nurture them do not develop apart from the world around them. In fact, the home, the school, and the community all contribute to the long-range success of children.

Seen in this light, the question of readiness becomes less of a matter of who's ready for whom and more of a matter of everyone working together to support children and their families as they grow and become ready for the next type of service or stage of development. The idea of different services working together along a *continuum* keeps the entire life circumstances of the child and family in focus. Rather than focusing on only one specific need, developmental level, or event, e.g., the transition to school, service providers begin to see how their services fit into the total experience of the developing child and family.

Defining Continuity

In a discussion of a continuum of services for families with young children, Kagan (1992) has described two types of continuity -- horizontal continuity and vertical continuity:

- *Horizontal continuity* refers to the different settings in which a young child receives care and education at any point in time. For example, the child lives at home, plays in the neighborhood, may attend a local preschool, may receive health care at a nearby clinic, and may require special transportation services. During the course of a day or week, a child routinely moves or makes a *transition* from one care/education setting or service to another. Changes from setting to setting may be disjointed or connected, and thus, horizontal continuity may be low or high.

- *Vertical continuity* refers to the amount of linkage between care/education settings across time or development. For example, during infancy a child may be immunized by a county health agency and receive care in an infant care center. Later on the child may attend a nearby preschool and be seen for medical care at a local health clinic, and at school-age may attend the neighborhood school at which a school nurse coordinates basic health services. While growing older, the child must move or make transitions from various care/education settings to other care/education settings. Likewise, families must learn to relate to different services as their children grow. The various service settings that serve different age levels may have little or nothing to do with each other, or they may go as far to coordinate their activities. A high degree of vertical continuity means that services provided at a later point in development collaboratively build on services provided at an earlier time. As a result, rather than repeatedly having to adapt to new systems, families gain needed time to nurture and strengthen family members, both adults and children.

The concepts of horizontal and vertical continuity relate directly to the interplay of stability and change in the process of development. Major theories suggest that development is best facilitated when children are firmly grounded in their present stage of development or context, and appropriately challenged to move to the next stage or setting. In contrast, too much change, inappropriate expectations, or abrupt change may interfere with development. Thus, the task facing educators and other service providers is to offer a stable base to children and their families while creating connections between service settings when a transition or change is necessary. Providing children and families with continuity requires building bridges for the transitions they must naturally make, including the transition from an early childhood program to elementary school.

Designing a Continuum of Services

Both the horizontal and vertical components of continuity provide a framework for designing a continuum of services. From the point of view of horizontal continuity, a partnership among home, school, and community is centrally important. As partners working with the school and community, families know their child better than anyone else and are their child's most important advocate. Families give insight into their values, childrearing practices, and needs. Without their active participation, collaborative efforts are at best incomplete and often fail. Communities where the culture and perhaps language of the children's homes differs from the dominant culture pose an additional challenge. Cultural links for children and families as they transition from the home to the school and wider community allow families to participate fully in the collaboration, and prevent children from experiencing the potentially harmful effects of too much discontinuity as they move from one care/education setting to another.

From the perspective of vertical continuity, a continuum of early childhood services should be available during pregnancy and at birth and extend through eight years of age (and beyond for that matter). Ongoing services throughout early childhood mean that no one period of development receives attention to the exclusion of others. Of course, services for families with infants are critical. Early experience establishes the foundation for later functioning, especially in the social-emotional domain (*Heart Start,* 1992). But services should remain strong after infancy. They should build on the early care children receive and provide links for the various transitions that go hand in hand with early development.

In sum, current thinking on helping young children and families make the transition from early childhood service settings to school leads to an expanded concept of transition, in particular as it relates to the continuity of care/education services. The focus widens to all aspects of the child and family's experience, the full span of development, and the various settings that can either support or impede development. Providing children and their families with continuity smoothes numerous transitions for them. Changes they must naturally make during early childhood, including entry into school, are appropriately challenging and less abrupt when strong links between care/education settings exist. To be maximally effective, a continuum of services must connect the home, school, and community in a partnership, and cover development from birth through age eight.

Identifying the Elements of Continuity

In drawing together information on continuity, the REL Early Childhood Collaboration Network aimed to develop a framework that keeps the whole child in focus, genuinely involves the family, and emphasizes both the horizontal and vertical aspects of continuity. Eight elements make up the framework that resulted from this effort. Specifically, *continuity is facilitated for children from birth through age eight by:*

1. Family, school, and community partners sharing leadership and responsibility for decision making.
2. A continuum of family-focused, comprehensive, integrated services.
3. Policies, programs, and practices that demonstrate the education, involvement, and empowerment of families.
4. Policies, programs, and practices which demonstrate a sensitivity to the culture and language of children and their families.
5. Communication among all adults who are responsible for the children's care and education.
6. A coordinated approach to staff development across agencies to enhance implementation of home, school, and community linkages.
7. A developmentally appropriate and culturally sensitive curriculum, instruction, and assessment.
8. Documentation and reporting of outcomes which are used to refine and/or expand linkages.

Although these elements may partially overlap with one another, each one defines a distinct dimension of a service continuum. All of them apply to policies, programs, and practices that support the collaborative efforts among home, school, and community partners to ensure continuity for children and their families.

Using the Elements, Indicators, and Levels of Practice

The continuity framework specifies elements of continuity, indicators under each element, and levels of practice for each indicator. The **elements** represent broad areas of concern that must be addressed to ensure continuity for young children and their families. The **indicators** are the building blocks of the elements. They describe what an element reflects in action or practice. The **levels of practice** describe the degree to which the indicators are implemented.

> ***Level One*** descriptions identify practices that limit the implementation of continuity for young children and their families. Minimal and sometimes inappropriate practices are described.

Level Three descriptions identify practices that are sometimes or only partially effective in facilitating continuity.

Level Five descriptions identify practices that are clearly effective in facilitating continuity.

The descriptions of practice at levels 1, 3, and 5 along a five-point scale leave open the possibility that a practice may fit between levels 1 and 3 or 3 and 5.

The framework gives a picture of the multifaceted nature of implementing or facilitating continuity for young children and their families. It can be used to:

- Become better informed about various factors to consider when designing and linking early childhood and early elementary school services.
- Engage in self study and assess community needs, in particular, to identify gaps in services or potential linkages between care/education programs or services.
- Guide the planning or development of specific policies, programs, and practices that promote continuity for young children and their families.
- Assess progress as communities seek to implement a service continuum for young children and their families.

Every application of this framework fosters a comprehensive understanding of continuity and transition. Focusing on only one of the elements, for example, continuity of curriculum, instruction, and assessment, may improve the transition from preschool to school. However, the new setting may still present children with unnecessarily difficult adjustments. For transitions to go as smoothly as possible, attention must be paid to all eight elements of continuity. Only then will a community's collaborative effort to link services succeed in helping young children and their families experience change in a stable and nurturing context.

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Continuity in Early Childhood: Elements and Indicators of Home, School, and Community Linkages

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Elements of Continuity

The continuity framework can serve as a guide to facilitate continuity of comprehensive, integrated services for young children and their families. Partnership among the home, school, and community, not individuals providing separate services, is the mechanism that can facilitate continuity. Eight elements are identified in the Continuity Framework. Without attentions to all of the elements, the continuum of services will be incomplete.

Continuity for children from birth through age eight and their families is facilitated by:

1. Home, school, and community partners sharing leadership and responsibility for decision making.
2. A continuum of family-focused, comprehensive, and integrated services.
3. Policies, practices, and programs that demonstrate the education, involvement, and empowerment of families.
4. Policies, programs, and practices that demonstrate sensitivity to the home culture and home language of children and their families.
5. Ongoing communication among all adults who are responsible for children's care and education.
6. A coordinated approach to staff development across agencies to enhance implementation of home, school, and community linkages.
7. Developmentally appropriate and culturally sensitive curriculum, instruction, and assessment.
8. Documentation and reporting of processes, operations, and outcomes that are used to refine and/or expand home, school, and community linkages.

ELEMENT 1

SHARED LEADERSHIP AND DECISION MAKING

Continuity for children from birth through age eight and their families is facilitated by home, school, and community partners sharing leadership and responsibility for decision making.

ELEMENT 1 RATIONALE

SHARED LEADERSHIP AND DECISION MAKING

Continuity for children from birth through age eight and their families is facilitated by home, school, and community partners sharing leadership and responsibility for decision making.

Continuity for young children and their families is best accomplished by involving a broad-based group of partners who represent the home, school, and community and collaborate to achieve common goals. Broad-based representation helps the partners keep in touch with the local community's values, beliefs, history, needs, strengths, and aspirations. Involving participants who reflect the various perspectives in the community enables the home, school, and community partners to develop an appropriate and efficient system of response to local needs (Swan & Morgan, 1993; Decker & Decker, 1988).

Unlike the weaker connections between services formed by cooperation and coordination, collaboration clearly means that partners "establish common goals and agree to use their personal and institutional power to achieve them." (Melaville & Blank, 1993). Collaboration is defined by the National Assembly of National Voluntary Health and Social Welfare Organizations as:

"...the process by which several agencies or organizations make a formal, sustained commitment to work together to accomplish a common mission. Collaboration requires a commitment to participate in shared decision making and allocation of resources related to activities responding to mutually identified needs." (The Community Collaboration Manual, 1991, p. 1)

Kirst (1991) states that "Collaboration must be based on a community wide planning process that is locally generated and includes broad citizen involvement." Evidence from demonstration sites suggests that the planning process should include the following tasks:

Develop a shared vision with common goals. Melaville & Blank (1993) state that the vision statement "...provides a reason and rationale for joint action....the collaborative's view of what child and family outcomes should be." Determining goals through consensus building allows the partners to identify common concerns and test their flexibility and skill in resolving conflicting subgoals (Kagan, 1991). When goals are clear, attainable, and shared among all partners, the collaborative effort is more likely to succeed (Mattessich & Monsey, 1992).

Establish a leadership team. Effective collaborative efforts have formal and informal leadership teams that share responsibility for decisions and outcomes (Kagan, 1991; Melaville, Blank, Rivera, & Parker, 1991). The structure of leadership teams varies (e.g., task forces or governing boards) and usually remains flexible to allow for local needs and preferences (SEDL Insights, 1990). The leadership team should have the authority to implement changes and the respect to inspire others to change. Leaders must also be willing to share their authority. Melaville & Blank (1993) note that "Leaders from partner organizations may experience difficulty in sharing power, but collaboratives will fail unless partners willingly cultivate a new style of leadership--partnership among equals."

SHARED LEADERSHIP AND DECISION MAKING

Continuity for children from birth through age eight and their families is facilitated by home, school, and community partners sharing leadership and responsibility for decision making.

Indicator #1	A focus on children and families is reflected in the home, school, and community partners' vision and goals and guides all decisions made.
Indicator #2	Home, school, and community partners serve on the leadership team.
Indicator #3	The leadership team follows a decision-making process.
Indicator #4	The leadership team has authority through written policies to make decisions.
Indicator #5	The leadership team clearly understands its roles and has the needed skills to fulfill these roles.

SHARED LEADERSHIP AND DECISION MAKING

Continuity for children from birth through age eight and their families is facilitated by home, school, and community partners sharing leadership and responsibility for decision making.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
1. A focus on children and families is reflected in the home, school, and community partners' vision and goals and guides all decisions made.	A focus on children and families does not guide decisions. Vision and goals are not shared by all partners.	Institutional concerns shape vision and goals shared by partners. Home partners are responsible for focusing on children and families in the decision-making process.	A focus on children and families guides the vision & goals of partnership and is shared by all partners. This perspective is reflected in all decisions made by the partners.
2. Home, school, and community partners serve on the leadership team.	Administrators primarily comprise the leadership team. One or two parents serve on the team.	The leadership team represents families, direct service staff, and administrators; however, one or more partners are underrepresented.	The leadership team draws from all levels of authority and is representative of all partners. Parents comprise at least 50% of the team membership.
3. The leadership team follows a decision-making process.	The leadership team cooperates. No shared decisions are made.	The leadership team coordinates. Decisions are made by majority rule. Degree of implementation is left to individual partners.	The leadership team collaborates; it strives for consensus. All partners offer support and resources to implement group decisions.

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SHARED LEADERSHIP AND DECISION MAKING

Continuity for children from birth through age eight and their families is facilitated by home, school, and community partners sharing leadership and responsibility for decision making.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
4. The leadership team has authority through written policies to make decisions.	No policies support the leadership team. No shared decisions are made; group shares information.	Written policies do not empower the leadership team to make binding decisions. The team makes decisions related to trivial or unimportant issues.	Written policies give the leadership team the authority to decide collaboratively major policy, program, and practice issues.
5. The leadership team clearly understands its roles and has the needed skills to fulfill these roles.	Roles are not clear; team members acquire skills on their own.	Roles are loosely defined; team receives limited training at the onset of its work together.	Roles are clearly defined; training is provided as needed throughout the tenure of team members; leadership development opportunities exist.

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ELEMENT 2

COMPREHENSIVE AND INTEGRATED SERVICES FOR CHILDREN AND THEIR FAMILIES

Continuity for children from birth through age eight and their families is facilitated by a continuum of comprehensive, integrated services.

ELEMENT 2 RATIONALE

COMPREHENSIVE AND INTEGRATED SERVICES FOR CHILDREN AND THEIR FAMILIES

Continuity for children from birth through age eight and their families is facilitated by a continuum of comprehensive, integrated services.

Attainment of the first national education goal, "By the year 2000 all children in America will start school ready to learn," depends on meeting the physical, cognitive, and emotional needs of young children (National Education Goals Advisory Panel, 1991). Because a broad range of factors affects the healthy development of children from conception through age eight, early childhood services focused on children in isolation from their families are bound to have limited impact. Kadel (1992) states: "The problems which children can face are many and complex. In addressing these problems, consideration is rarely given to how they relate to one another, to the problems of other family members, or to the inherent limitations of the service delivery system which is meant to help children and their families." As educators, caregivers, and other service providers are seeking to address the first national goal, they are becoming increasingly aware of "the inherent limitations of the service delivery system" for young children and their families (Kadel, 1992).

An integrated system of comprehensive early childhood services addresses all aspects of the lives of children and their families. It cuts across the traditional boundaries of education, health, welfare, human services, mental health, employment, and related fields. Services are tailored to the needs of children and their families rather than shaped according to the priorities and capabilities of separate service agencies or programs. Services are also designed to be comprehensive, ensuring that particular children and families do not 'slip through the cracks' of the service network or remain outside of the service and support system entirely (Jewett, Conklin, Hagans, & Crohn, 1991).

Integrating services within a community requires major changes in the ways schools, early childhood programs, and community agencies have traditionally conducted business. Services that are linked into a coherent system relate to the family's needs as a whole rather than in a piecemeal way. Integrated systems often:

- provide a single point of access to services
- have common enrollment and record-keeping forms and procedures
- utilize a case management approach in working with families

Usually the family's input and preferences guide the development of service delivery plans. Bruner (1991) suggests that service providers should work together with each family to identify how their service can help the family achieve its goals.

Collegial arrangements that encourage the sharing of information and resources both within schools and other agencies, and between agencies strengthen the responsiveness of the entire service system. Such sharing also promotes efficient use of the service providers' time and resources (Melaville & Blank, 1993).

COMPREHENSIVE AND INTEGRATED SERVICES FOR CHILDREN AND THEIR FAMILIES

Continuity for children from birth through age eight and their families is facilitated by a continuum of comprehensive, integrated services.

Indicator #1	Written policies exist regarding the roles and responsibilities of preschools, schools, and other service providers in the provision of comprehensive and integrated services to children and their families.
Indicator #2	Comprehensive and integrated services are available for children and their families.
Indicator #3	Families are partners in planning the services that are designed to meet their individual needs.
Indicator #4	Preschool, school, and other service providers have internal systems which ensure that children and their families receive comprehensive and integrated services.
Indicator #5	Preschool, school, and other service providers collaborate to meet the comprehensive needs of children and their families.

COMPREHENSIVE AND INTEGRATED SERVICES FOR CHILDREN AND THEIR FAMILIES

Continuity for children from birth through age eight and their families is facilitated by a continuum of comprehensive, integrated services.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
1. Written policies exist regarding the roles and responsibilities of preschools, schools, and other service providers in the provision of comprehensive and integrated services to children and families.	No written policies exist.	Some policies exist within individual organizations and agencies.	Formal agreements exist between and among all partners (families, preschools, schools, and other service providers) which provide a clear understanding of meeting family needs in a comprehensive & integrated way (e.g., memoranda of understanding, formal agreements).
2. Comprehensive and integrated services are available for children and their families.	Few, if any, services are available.	An incomplete array of services are available and services are not integrated.	All children and their families, including those with special needs, have an equal opportunity to receive appropriate levels of comprehensive & integrated services which address the needs of the whole child and family (i.e., there is no duplication and services support each other in a coordinated way).

COMPREHENSIVE AND INTEGRATED SERVICES FOR CHILDREN AND THEIR FAMILIES

Continuity for children from birth through age eight and their families is facilitated by a continuum of comprehensive, integrated services.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
3. Families are partners in planning the services that are required to meet their individual needs.	Families have little or no involvement in developing service plans for themselves or their children.	The input of families is not sought when developing plans. Families are asked to sit in on meetings where service plans are discussed.	Families are partners in planning and selecting services that are needed to meet their individual needs.
4. Preschool, school, and other service providers have internal systems which ensure that children and their families receive comprehensive and integrated services.	Staff within schools or agencies have little or no communication with each other in determining what services are available or that families receive.	Preschool, school, and other service providers independently find services which address family needs.	A system is in place for staff (preschool, school, and other service providers) to be aware of services that are available for families and to help families receive the needed assistance.
5. Preschool, school, and other service providers collaborate to meet the comprehensive needs of children and their families.	A system to identify needs of families and assure appropriate referrals and follow up is not present. Families deal with many different providers in order to get their needs met.	No fully integrated system of services exists. Preschool, school, and other service providers coordinate services with each other on an agency by agency basis in order to meet family needs.	A system is in place for comprehensive and integrated services that are provided to families by a "single point of entry." The system protects the confidentiality of the family.

ELEMENT 3

EDUCATION, INVOLVEMENT, AND EMPOWERMENT OF FAMILIES

Continuity for children from birth through age eight and their families is facilitated by policies, practices, and programs that demonstrate the education, involvement, and empowerment of families.

ELEMENT 3 RATIONALE

EDUCATION, INVOLVEMENT, AND EMPOWERMENT OF FAMILIES

Continuity for children from birth through age eight and their families is facilitated by policies, practices, and programs that demonstrate the education, involvement, and empowerment of families.

> *Families are big, small, extended, nuclear, multi-generational, with one parent, two parents, and grandparents....A family can be as temporary as a few weeks, as permanent as forever. We become part of a family by birth, adoption, marriage, or from a desire for mutual support. As family members, we nurture, protect, and influence each other. Families are dynamic and are cultures unto themselves, with different values and unique ways of realizing dreams. Together, our families become the source of our rich cultural heritage and spiritual diversity....Our families create neighborhoods, communities, states, and nations.*
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> **New Mexico Task Force on Children, Youth, and Families, 1991**

The term family, in contrast to parent, refers to the many different individuals or groups who today assume primary responsibility for nurturing children. Families are the main source of continuity in children's lives. They provide a needed anchor for young children. Yet, changes in society have meant that increasing numbers of families are facing a high level of stress, a sense of isolation, and serious economic hardship. The family's role in providing continuity is thus more challenging and perhaps more important than ever before.

Effective family support and education programs recognize the connections among the basic survival needs of families, the personal development of parents, and the developmental needs of children. Progress in each domain is linked to progress in the others (Weiss & Halpern, 1990). Approaches that attend to the interrelationships among these domains can build on family strengths and offer prevention and early intervention rather than exclusively focusing on remediation (Harvard Family Research Project, 1992).

The principal aim of family support and education programs is family empowerment. Respect for differences among families, their preferences, their language, and their aspirations should guide interactions and communication with them. Home, school, and community partners should build on the families' rich knowledge of their children and acknowledge the family as the primary decision maker in all efforts to provide family-focused, culturally sensitive educational programs and other services. These programs should help parents improve their own lives and thereby enhance the competence and confidence of families.

Kagan (1990) states that family support and education programs must be individualized, adaptive, and flexible. They must respect a family's values and schedules, and involve parents in egalitarian relationships to plan, implement, and evaluate educational and other services for the family.

EDUCATION, INVOLVEMENT, AND EMPOWERMENT OF FAMILIES

Continuity for children from birth through age eight and their families is facilitated by policies, practices, and programs that demonstrate the education, involvement, and empowerment of families.

Indicator #1	Families and service providers share information to ensure the optimal development of the child.
Indicator #2	Families participate in training and education to empower them as full partners in the development of their child and healthy functioning of their family.
Indicator #3	A system is in place that supports and facilitates the participation and active involvement of families in the programs, practices, and procedures that affect the care and education of their child.
Indicator #4	There is evidence that families are viewed as important partners in the care and education of their child. A climate exists that reflects mutual respect, trust, inclusion, and support among all partners.

EDUCATION, INVOLVEMENT, AND EMPOWERMENT OF FAMILIES

Continuity for children from birth through age eight and their families is facilitated by policies, practices, and programs that demonstrate the education, involvement, and empowerment of families.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
1. Families and service providers share information to ensure the optimal development of the child.	Little or no information is shared by or with families; families are not involved in the information sharing system.	Information sharing is one-way OR the parameters for the sharing are dictated by the school (e.g., space for limited statement on report card; parent/teacher conferences held twice a year; parents are told about child's strengths & weaknesses as they appear in the classroom but the parent is not provided adequate time or encouragement to share their own perceptions, opinions, or goals for their child).	Families are involved in the information sharing system. Families are encouraged to share information they feel is important to their child's social, developmental, physical, emotional, and educational development. Families receive information from schools about educational programs & the child's progress. Families receive information from the community about available resources and services.

EDUCATION, INVOLVEMENT, AND EMPOWERMENT OF FAMILIES

Continuity for children from birth through age eight and their families is facilitated by policies, practices, and programs that demonstrate the education, involvement, and empowerment of families.

2. There is a system in place that provides training and education to empower families to participate as full partners in the development of their child and healthy functioning of their family.	There is little or no training or educational programs offered to families that enables them to become equal partners in their child's development and family's functioning.	The school and/or community provide training and educational programs for families, but families play a limited role in participating and determining what these programs will be.	All families are viewed as important partners in the educational process. Families have opportunities for ongoing training, education, and support services. Families participate in determining the training, education programs, and services that will be offered.

EDUCATION, INVOLVEMENT, AND EMPOWERMENT OF FAMILIES

Continuity for children from birth through age eight and their families is facilitated by policies, practices, and programs that demonstrate the education, involvement, and empowerment of families.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
3. A system is in place that supports and facilitates the participation and active involvement of families in the programs, practices, and procedures that affect the care and education of their child.	No plan exists for soliciting active family participation and involvement in the child's educational process.	Families are notified of upcoming activities & programs and are invited to participate in these activities, but there is no evidence of a plan that would promote active family participation.	Families are notified of upcoming activities & programs and play an important role in the planning and implementation of these activities. Family participation is apparent in all programs, practices, & procedures that affect the care and education of their child (e.g., school visitations, orientations, educational planning meetings, liaison programs, volunteer/ mentor programs).

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EDUCATION, INVOLVEMENT, AND EMPOWERMENT OF FAMILIES

Continuity for children from birth through age eight and their families is facilitated by policies, practices, and programs that demonstrate the education, involvement, and empowerment of families.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
4. There is evidence that families are viewed as important partners in the care and education of their child. A climate exists that reflects mutual respect, trust, inclusion, and support among all partners.	There is little or no evidence that families are viewed and treated as partners in the development and implementation of the care and educational programs for their child.	Policies support a climate in which families are informed, respected and included in developing programs affecting the care and education of their child. However, practices and procedures do not necessarily reflect the implementation of these policies.	Policies, programs, and practices reflect an attitude of inclusion, respect, and value for all families. Family insights and opinions are solicited and taken into account during the development & implementation of the care & education programs (e.g., meetings are scheduled & held at times that accommodate all partners; all partners are aware of and sensitive to cultural, social, and educational needs of families; families are ensured school safety; families can access necessary support services).

ELEMENT 4

SENSITIVITY TO HOME CULTURE AND HOME LANGUAGE

Continuity for children from birth through age eight and their families is facilitated by policies, programs, and practices that demonstrate sensitivity to the home culture and home language of children and their families.

ELEMENT 4 RATIONALE

SENSITIVITY TO HOME CULTURE AND HOME LANGUAGE

Continuity for children from birth through age eight and their families is facilitated by policies, programs, and practices that demonstrate sensitivity to the home culture and home language of children and their families.

Continuity for young children and their families begins with the connections between the child's home and the care, educational, and other service settings in the surrounding community. The home culture and language create the background for all the social interaction and learning within the family. When children leave their home and enter into settings different from their home language and culture, they encounter unfamiliar frames of reference. This absence of shared meaning with caregivers or teachers may interfere with children's competent functioning in the new setting.

The frames of reference created by a child's language and culture go beyond the vocabulary and rituals of the home community. All aspects of daily life--belief systems, values, thinking, rules for behavior, and ways of knowing--stem from the child's language and culture. For example, some cultures value aesthetic considerations more than logical organization; some value benefits to the group more so than individual achievement. Children and families whose culture emphasizes the good of the group may be unappreciated or even viewed as uncooperative and disruptive when they enter educational programs that value and reward individual achievement and independence.

To provide continuity for young children and families from different language and culture backgrounds, home, school, and community partners must work to build a common understanding among staff about the power of language and culture. Many studies have documented the importance of social and cultural factors in the acquisition of language (Gutierrez & Garcia, 1989, Hakuta & Garcia, 1989; Tharp & Gallimore, 1988). Through the home language and culture, families nurture the development of their children.

To be effective, collaborative efforts should be designed to relate to the ways that families talk and work together, transmit knowledge, skills, and attitudes, and recognize success. In a review of research on the topic of language and culture in early development, Kagan and Garcia (1991) conclude: "Because language, intellectual, and social development are so closely linked, young children whose native language is present in the home, community, and early care settings will encourage more vocabulary, grammar, ideas, and concepts." Just as developmentally appropriate practice is important to the individual child, so is culturally appropriate practice.

As the home and school meet, differences will become clear. In response, steps must be taken by service providers to respect and support the home language and culture of young children and their families rather than stereotyping individuals or groups. In all settings, and especially in multicultural settings, constructive, open attitudes toward race, ethnicity, gender, disabilities, income status and other characteristics of children and families, not personal bias, should be the foundation for a continuum of services created by home, school, and community partnerships.

SENSITIVITY TO HOME CULTURE AND HOME LANGUAGE

Continuity for children from birth through age eight and their families is facilitated by policies, programs, and practices that demonstrate sensitivity to the home culture and home language of children and their families.

Indicator #1	Policies promote the use of the child's home culture and home language .
Indicator #2	Child's use of home language is accepted and supported.
Indicator #3	Communications with families occur in culturally appropriate interactions and language.
Indicator #4	Through collaboration with families, home culture and home language is reflected in curricula, materials, and activities.
Indicator #5	The physical and social environments reflect attention to culturally appropriate classroom organization, interaction contexts, and learning styles.
Indicator #6	Staff development occurs with focus on: • team building to cross racial differences • awareness of cultural influences on interaction styles, learning styles, and gender expectations • issues of cultural diversity that include majority and minority cultures • integrating the home culture and the school culture

SENSITIVITY TO HOME CULTURE AND HOME LANGUAGE

Continuity for children from birth through age eight and their families is facilitated by policies, programs, and practices that demonstrate sensitivity to the home culture and home language of children and their families.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
1. Policies promote the use of the child's home culture and home language.	No policies support the use of child's home culture and home language OR policies discourage or disallow the use of child's home language and culture.	Some informal understanding supporting the use of the child's home culture and home language is in place.	Written policies support the use of the child's home culture and home language.
2. Child's use of home language is accepted and supported.	The child's use of home language is discouraged.	Instruction is primarily in English. The child's home language is used only when translating key concepts.	Instruction is primarily in the home language. English is introduced as a second language. When multiple languages are present, the child's home language is used to facilitate instruction.
3. Communications with families occur in culturally appropriate interactions and language.	All communication is in English and occurs in school-oriented contexts and interactions.	Communication is occasionally conducted in the family's language and may occur in home-oriented contexts & interactions.	All communication is conducted in the family's language and occurs in contexts that are comfortable for them.
4. Through collaboration with families, home culture and home language is reflected in curricula, materials, and activities.	There is no evidence of home culture and home language in the classroom or learning activities.	Home culture and home language is occasionally evident in the classroom or some learning activities.	Home culture and home language is integrated & visible in the curricula, materials, and activities on a continuous basis throughout the year.

"Work in progress" being developed by the Regional Educational Laboratories Early Childhood Collaboration Network. Fall, 1993.

SENSITIVITY TO HOME CULTURE AND HOME LANGUAGE

Continuity for children from birth through age eight and their families is facilitated by policies, programs, and practices that demonstrate sensitivity to the home culture and home language of children and their families.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
5. The physical and social environments reflect attention to culturally sensitive classroom organization, interaction contexts, and learning styles.	There is no evidence of cultural sensitivity in classroom organization, interactions, or learning styles in the classroom.	Culturally appropriate classroom organization, interactions, and learning styles are occasionally evident in the classroom.	Culturally appropriate classroom organization, interactions, and learning styles are integrated into the daily routine.
6. Staff development occurs with focus on: • team building to cross racial differences • awareness of cultures regarding interaction styles, learning styles, and gender expectations, • issues of cultural diversity that include majority and minority cultures. • integrating the home culture and the school culture.	The staff development program does not address issues of culture and language.	The staff development program occasionally offers sessions to home, school, and community partners addressing issues of culture and language.	The staff development program routinely offers sessions to home, school, and community partners addressing issues of culture and language.

ELEMENT 5

COMMUNICATION

Continuity for children from birth through age eight and their families is facilitated by ongoing communication among all adults who are responsible for the children's care and education.

ELEMENT 5 RATIONALE

COMMUNICATION

Continuity for children from birth through age eight and their families is facilitated by ongoing communication among all adults who are responsible for the children's care and education.

To provide continuity, early childhood programs and services must establish and maintain communication among the home, school, and community partners. Ongoing, open communication fosters the development of relationships among partners, and keeps services connected with one another. Communication among home, school, and community partners supports the development of a continuum of services for young children and their families by:

- Making accessible information to all partners that facilitates the assessment of child and family needs and planning for transitions they must make;
- Empowering all partners, including families, to voice their needs, concerns, and aspirations, and participate in making decisions;
- Creating a community wide understanding of the activities, philosophies, policies, and requirements of available services and programs; and
- Making possible joint planning and implementation of collaborative services and activities.

Communication is at the heart of family-centered programs that effectively meet the needs of children and their families (Swick, 1992; Epstein & Dauber, 1991; National Association of State Boards of Education, 1988).

Another important aspect of communication is smoothing transitions between services, for example, between child care and education programs. Early childhood and early elementary school teachers can visit each other's programs to gain insights and exchange information that will help them prepare children for a new setting. In addition, opening up communication by involving families with their children in visits to new settings strengthens the preparation for transitions (Kagan, 1990).

Communication that links schools with health and social service agencies is critical for continuity. In the past, school personnel have typically been involved with service providers only in times of crisis. Jehl and Kirst (1992) suggest that teachers and service providers need time to think, talk, and plan together so that they can support one another's efforts to meet the needs of young children and their families.

Finally, communication within programs and agencies is as important as communication between service settings. In a national study of continuity and transition practices, Love and Logue (1992) found that only twenty-nine percent of the schools surveyed had a unified curriculum across the primary grades. Communication across grade levels will help foster needed educational continuity for children in the primary grades.

COMMUNICATION

Continuity for children from birth through age eight and their families is facilitated by ongoing communication among all adults who are responsible for the children's care and education.

Indicator #1	Staff and families communicate about children's progress, activities, and upcoming changes in services or programs.
Indicator #2	Staff within programs who deal with same-age children discuss their work.
Indicator #3	All adults responsible for the care/education of children are familiar with each other's services, activities, and programs.
Indicator #4	Records of child and family needs and progress are regularly updated, accessible, and used by staff across service settings and programs.
Indicator #5	Families and staff familiarize children with new service settings or programs prior to changes and throughout the adjustment period.
Indicator #6	Families and staff jointly plan and implement activities to support children throughout movement from one service setting or program to another.

COMMUNICATION

Continuity for children from birth through age eight and their families is facilitated by ongoing communication among all adults who are responsible for the children's care and education.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
1. Staff and families communicate about children's progress, activities, and upcoming changes in services or programs.	Staff and parents seldom communicate except in an institutional or program-oriented capacity.	Staff and parents periodically communicate to share updates on children's progress.	Staff and families use a variety of means for ongoing communication with attention paid to the child's needs within the context of the families' needs and preferences.
2. Staff within age levels and programs discuss together their work with children.	Staff within service settings and programs never meet or interact.	Some staff within service settings and programs meet periodically to discuss their work with children.	Staff within service settings and programs meet regularly to maintain ongoing communication about their work with children.
3. All adults responsible for the care/education of children are familiar with each other's services, activities, and programs.	No visits of administrators, staff, or families occur across service settings or programs.	Administrators, staff, and/or families visit each other's service settings or programs occasionally.	All adults responsible for the care/education of children routinely visit one another's settings & each other's philosophy and scope of services.
4. Records of child and family needs and progress are regularly updated, accessible, and used by staff across service settings and programs.	Records are not accessible nor transferred from one program or service setting to another. Their use is limited to placement decisions.	Some relevant records are transferred; staff have limited access to them. Records are primarily used when problems arise.	A system exists to ensure ongoing documentation of child & family needs. All relevant records are transferred across programs & service settings and are used to ensure continuity of services.

COMMUNICATION

Continuity for children from birth through age eight and their families is facilitated by ongoing communication among all adults who are responsible for the children's care and education.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
5. Families and staff familiarize children with new service settings or programs prior to changes and throughout the adjustment period.	Children do not have the opportunity to visit the next setting nor meet any of the staff prior to changes. They do not have their questions answered by families or staff.	Children have only limited opportunity to visit the next setting and meet staff. They have some of their questions answered by families and staff.	Children have many opportunities to meet the new staff and visit the new program or setting prior to changes. They have ample opportunities to have their questions answered.
6. Families and staff jointly plan and implement activities to support children throughout movement from one service setting or program to another.	Families are not involved in planning and do not participate in activities to introduce children to new staff or visit the new program or setting.	Families are invited to meet new staff and visit the new program or setting with their children, but are not involved in planning these activities.	Families and staff work together to plan and implement visits & other activities to support children throughout changes in the care/ education program or service setting.

ELEMENT 6

JOINT STAFF DEVELOPMENT

Continuity for children from birth through age eight and their families is facilitated by a coordinated approach to staff development across agencies to enhance implementation of home, school, and community linkages.

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ELEMENT 6 RATIONALE

JOINT STAFF DEVELOPMENT

Continuity for children from birth through age eight and their families is facilitated bya coordinated approach to staff development across agencies to enhance implementation of home, school, and community linkages.

Collaborative early childhood services are only as effective as the families and the staff of the participating agencies. Just as agencies working together support growing children and their families, so should they support the continuing growth of the adults they employ. Continued personal and professional growth not only keeps staff in the profession and families as partners, it also can mean the difference between children learning and not learning (Arbuckle & Murray, 1989). To ensure continuity for young children and their families, all adults who are responsible for the care and education of children should jointly participate in every aspect of staff development, including planning and evaluation.

Joint staff development refers to opportunities for staff and families from different programs, for example, family child care providers, Head Start teachers, and kindergarten teachers to participate in learning activities together. Home, school, and community partners need information based on research and practice. They also need opportunities to network and share experiences with one another (Kagan, 1991). Joint staff development sessions that focus on real situations help participants deepen their appreciation of one another's perspective and concerns. Through learning together, partners begin to build relationships that foster collaboration (Bruner, 1991).

Effective joint staff development activities usually exhibit the following characteristics:

Joint planning. Participants are involved in setting goals, and designing and implementing the activities (Loucks-Horsley, 1989).

Inclusion. All partners fully participate in staff development. Relevant knowledge from research and practice is integrated with the knowledge and experience of the participants (Jones, 1986).

Time and Support. Participants are given ample time to learn and, as appropriate, change practices based on the learning experiences. The leadership of the collaborative effort constantly supports the learning and change process (Fullen, 1991).

In addition, staff development should be based on the principles of adult learning (Jones, 1986; Loucks-Horsley, 1989). Such approaches give participants opportunities to engage in active learning through discussion, joint problem solving, and hands-on experience with materials. Partners should be encouraged to explore their ideas creatively, experiment, and take risks.

Joint staff development both establishes a climate for collaboration and fosters professional and personal growth. It aims to help all partners gain the knowledge and skills necessary to create and maintain a collaborative effort and link services.

JOINT STAFF DEVELOPMENT

Continuity for children from birth through age eight and their families is facilitated by a coordinated approach to staff development across agencies to enhance implementation of home, school, and community linkages.

Indicator #1	Policies exist that support a coordinated approach to staff development for the home, school, and community partners.
Indicator #2	Home, school, and community partners jointly plan for staff development.
Indicator #3	Staff development occurs across age levels and includes all home, school, and community partners in an ongoing supportive manner.
Indicator #4	Staff development is based on principles of adult learning and aims to foster collaborative approaches.
Indicator #5	Staff development builds the partners' capability to facilitate continuity for children and their families.
Indicator #6	Home, school, and community partners jointly assess, on an ongoing basis, staff and organizational understanding and participation in transition activities.

JOINT STAFF DEVELOPMENT

Continuity for children from birth through age eight and their families is facilitated by a coordinated approach to staff development across agencies to enhance implementation of home, school, and community linkages.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
1. Policies exist that support a coordinated approach to staff development for the home, school, & community partners.	No policies exist.	Policies exist but only in some agencies and/or are vague in wording.	Coordinated policies exist across agencies that support ongoing staff development across age levels and among all home, school, and community partners.
2. Home, school, and community partners jointly plan for staff development.	No planning is done.	Planning is done by individuals or separately by agencies. Little if any input or feedback is sought from other partners during planning.	Planning is done jointly by representatives of all partners and feedback is used to guide the process. The focus is on supporting individuals, participating agencies, and the collaborative partnership.

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JOINT STAFF DEVELOPMENT

Continuity for children from birth through age eight and their families is facilitated by a coordinated approach to staff development across agencies to enhance implementation of home, school, and community linkages.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
3. Staff development occurs across age levels and includes all home, school, and community partners in an ongoing supportive manner.	No staff development occurs.	Staff development occurs independently at each level or agency. There is a lack of continuity and coordination across levels and/or agencies.	Joint staff development occurs in an ongoing manner across age levels and agencies.
4. Staff development is based on principles of adult learning and aims to foster collaborative approaches.	Workshops are given in lecture format with little or no opportunity for participants to contribute their ideas or learn cooperatively. No follow-up support is provided to workshop participants.	Workshops are given mostly in lecture format; participants have the opportunity to ask questions and make comments in a large group situation. Occasional follow-up support is provided to workshop participants.	Staff development sessions allow for active participation in a variety of learning experiences (e.g., small group discussions, hands-on experience with materials, collaborative problem solving, cooperative projects). Follow-up support is consistently provided to participants to help them make changes in practice and to work collaboratively.

JOINT STAFF DEVELOPMENT

Continuity for children from birth through age eight and their families is facilitated by a coördinated approach to staff development across agencies to enhance implementation of home, school, and community linkages.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
5. Staff development builds the partners' capability to facilitate continuity for children and their families.	Topics for training do not build on one another. One workshop has little or no relationship to the next one. Topics are sometimes relevant to HSC partners in general without reference to the specific issues currently faced by the partners.	Sometimes a series of related staff development sessions are offered and the training topics are usually related to issues currently faced by the HSC partners.	Training activities build on one another. Staff development activities focus on real issues and problems faced by the HSC partners. These activities are designed to enhance the partners' capability to facilitate continuity for children and their families.
6. Home, school, and community partners jointly assess, on an ongoing basis, staff and organizational understanding and participation in transition activities.	No assessment is done.	Assessment is done sporadically and/or separately by individuals or agencies. Little if any sharing of the results occurs.	Systemic assessment is planned, implemented and analyzed jointly by all partners. Results are shared with partners, decision makers, and the broader community.

ELEMENT 7

DEVELOPMENTALLY APPROPRIATE PRACTICE

Continuity for children from birth through age eight and their families is facilitated by developmentally appropriate and culturally sensitive curriculum, instruction, and assessment.

ELEMENT 7 RATIONALE

DEVELOPMENTALLY APPROPRIATE PRACTICE

Continuity for children from birth through age eight and their families is facilitated by developmentally appropriate and culturally sensitive curriculum, instruction, and assessment.

Since the National Association for the Education of Young Children issued its position statement on developmentally appropriate practice (Bredekamp, 1987), other national organizations, state departments of education, and local child care and education agencies throughout the United States have adopted this concept to judge the quality of early childhood and early primary school programs. Developmentally appropriate practice establishes the foundation for continuity of care and education in settings for children from birth through age eight.

The contours for the definition of developmentally appropriate practice come from research and practice. Developmental research has demonstrated that young children develop at different rates and learn through concrete experience with adults and other children and materials. These findings have led to the formulation of recommendations for making early childhood and early elementary school programs fit with the needs, capabilities, and interests of young children. These recommendations revolve around the following concepts:

(1) Expectations for young children should be in line with their developmental capabilities. For example, children learn when they are allowed to move freely rather than sitting still and passively listening for long periods of time.

(2) Programs for young children should be structured to accommodate children of varying abilities. Because of differences in rates of development, even children of the same age have different interests and needs.

(3) Children should be offered learning experiences that they find challenging but not overwhelming. They need opportunities to explore materials, solve problems, and experiment through trial and error.

(4) Children learn through making choices, being involved actively with people and things, and reflecting on their activity. They acquire knowledge best when the activities and materials in a care or educational setting are meaningful to them and relate to their everyday life experiences.

(5) A variety of experiences support the learning of young children. They need settings that offer them a rich variety of materials and plenty of opportunities for collaborative learning both with children of varying abilities (Katz et al., 1990; Gaustad, 1992) and with adults.

In essence, developmentally appropriate practice aims to strengthen the inclinations of young children to learn as opposed to setting children apart from others or giving them the message that they are less capable learners than their peers (Kamii, 1989).

DEVELOPMENTALLY APPROPRIATE PRACTICE

Continuity for children from birth through age eight and their families is facilitated by developmentally appropriate and culturally sensitive curriculum, instruction, and assessment.

Indicator #1	Children are provided with an age-appropriate care/educational program.
Indicator #2	Learning experiences are individualized, allowing children to work at their own developmental level.
Indicator #3	The learning environment is organized into well-defined activity areas which include accessible and developmentally appropriate materials.
Indicator #4	There is adequate time for child-initiated, hands-on activities and exploration in the context of cooperative, collaborative learning processes.
Indicator #5	The curriculum is integrated and learning activities are thematically relevant and meaningful.
Indicator #6	Children's progress is assessed through developmentally appropriate and culturally sensitive assessment practices.
Indicator #7	Curriculum, instruction, and assessment practices are aligned so that information from assessment is utilized to refine and implement curriculum and instructional strategies.
Indicator #8	Policies exist regarding appropriate child placement, groupings, and progression through groups/classes.
Indicator #9	Staff development opportunities support implementation of developmentally appropriate and culturally sensitive curriculum, instruction, and assessment practices.

DEVELOPMENTALLY APPROPRIATE PRACTICE

Continuity for children from birth through age eight and their families is facilitated by developmentally appropriate and culturally sensitive curriculum, instruction, and assessment.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
1. Children are provided with an age-appropriate care/educational program.	Children sit for long periods of time and passively listen to group instruction.	Children move about the room and explore materials that may be developmentally appropriate but do not engage or challenge the children.	Children explore a learning environment that is richly supplied with materials to manipulate and explore. Children are actively engaged in problem solving and learning.
2. Learning experiences are individualized, allowing children to work at their own developmental level.	All children in the class tend to do the same activities in the same way based on whole group instruction.	Sometimes children are given opportunities to work on individualized activities and other times children are expected to work on the same activity in the same way.	Children usually work individually or in small groups. Children have many opportunities to work in content areas in a personalized way.
3. The learning environment is organized into well-defined activity areas which include accessible and developmentally appropriate materials.	No activity areas are defined. Unrelated materials and activities occur in the same area at the same time. Many visible materials are not accessible for children's use.	There is limited division of space (e.g., 2 or 3 activity areas). Similar materials and activities are in the areas. Some materials are accessible for children's use.	The entire learning environment is organized into activity areas with appropriate, accessible materials. Areas offer activities & materials that are conceptually related. Activity in one area does not interfere with activity in other areas.

DEVELOPMENTALLY APPROPRIATE PRACTICE

Continuity for children from birth through age eight and their families is facilitated by developmentally appropriate and culturally sensitive curriculum, instruction, and assessment.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
4. There is adequate time for child-initiated, hands-on activities and exploration in the context of cooperative, collaborative learning processes.	Adult-directed, whole group instruction and quiet, individual seat work predominate. Children have little opportunity to choose the activities in which they participate or work with each other.	Adult-directed activities predominate. Children spend time on their own or in groups, making some decisions about what they will do.	Children participate in whole & small group activities and have significant amount of time (e.g., 1/2 of the program day) to pursue their individual or collective interests through active exploration of self-selected materials and pursuits.
5. The curriculum is integrated and learning activities are thematically relevant and meaningful.	Curriculum content is covered according to academic content areas with separate times and activities devoted to math, reading, science, etc.	Adult-directed activities are occasionally devoted to topics or themes which allow children to learn and apply skills in an integrated way (e.g., studying "pumpkins" through exploration, writing, reading, graphing, and counting).	Adult-directed activities are mainly thematic, allowing children to learn and apply skills in an integrated way.

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DEVELOPMENTALLY APPROPRIATE PRACTICE

Continuity for children from birth through age eight and their families is facilitated by developmentally appropriate and culturally sensitive curriculum, instruction, and assessment.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
6. Children's progress is assessed through developmentally appropriate and culturally sensitive assessment practices.	The teacher uses standardized tests as the primary means of assessing children's progress.	The teacher uses a mixture of standardized tests and authentic assessment methods (e.g., observation, portfolios) to assess children's progress.	The teacher primarily uses authentic assessment practices (e.g., observation, portfolios) to document children's progress & provide data to guide personalized instruction. Children play an active role in documenting their progress & parents are included in assessment activities.
7. Curriculum, instruction, and assessment practices are aligned so that information from assessment is utilized to refine and implement curriculum and instructional strategies.	Assessment practices influence the development of curriculum rather than the curriculum being the basis for assessment practices. Tests do not have a meaningful relationship to children's learning experiences.	Assessment outcomes are examined and summarized during the year. Summaries are used to adapt curriculum plans to the class on a periodic basis.	Assessment practices are used on a regular basis to plan curriculum and instruction for groups and individuals. Teacher & child use assessment outcomes to identify and pursue new learning goals.

DEVELOPMENTALLY APPROPRIATE PRACTICE

Continuity for children from birth through age eight and their families is facilitated by developmentally appropriate and culturally sensitive curriculum, instruction, and assessment.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
8. Policies exist regarding appropriate child placement, groupings, and progression through groups/classes.	Retention or special placement of children in "transitional" or "developmental" classes is an accepted practice at the primary level. Children with various special needs are separated from other age-mates. Standardized tests or screening instruments are used to determine placements.	Small numbers of children are placed in special groups or retained in the primary grades.	Policies discourage retention or special placement of children at the primary grade level. Policies ensure that children progress in heterogeneous groupings and receive personalized instruction.
9. Staff development opportunities support implementation of developmentally appropriate curriculum, instruction, and assessment practices.	Professional education opportunities rarely address the topics of developmentally appropriate curriculum, instruction, or assessment.	Professional education opportunities address such topics occasionally and briefly. Little opportunity is provided for follow-up or applied practice.	Developmentally appropriate curriculum, instruction, and assessment practices are consistently and systematically addressed by staff. Staff have regular opportunities & incentives to study and apply findings of research, theory, & practice.

ELEMENT 8

EVALUATION

Continuity for children from birth through age eight and their families is facilitated by documentation and reporting of processes, operations, and outcomes that are used to refine and/or expand home, school, and community linkages.

ELEMENT 8 RATIONALE

EVALUATION

Continuity for children from birth through age eight and their families is facilitated by documentation and reporting of processes, operations, and outcomes that are used to refine and/or expand home, school, and community linkages.

Collaborative partnerships that offer a continuum of services to young children and their families commonly aim to: 1) foster the healthy growth and development of young children, and 2) strengthen families so that they can better meet every family member's needs and create nurturing environments for children. Evaluation can help home, school, and community partners judge whether their programs and services are working toward or meeting such goals.

Program evaluation is defined as the process of systematically identifying, collecting, analyzing, and reporting data to determine the quality of a program and how it can be improved (Sanders, 1992). Data collected for program evaluation can serve as a useful tool for collaborative decision making (Blalock, 1990).

Program evaluation efforts range from a formal, carefully designed approach to an informal one that depends on information gathered as part of providing services. Common to every program evaluation is the definition of criteria or yardsticks against which program effectiveness is measured. For example, participant ratings of joint staff development sessions may be one criterion used to judge whether those sessions are responsive to the needs of home, school, and community partners.

The evaluation of collaborative efforts to facilitate continuity for young children and their families should focus on the effectiveness of two major concerns:

Cooperative strategies. In working together, home, school, and community partners develop policies and procedures and organize services in ways that can strengthen or weaken the collaborative effort. The partners need to collect data that help them determine the effectiveness of the various organizational strategies they use (Blalock, 1990).

Services provided. The outcomes that result from collaboratively planned and implemented services indicate whether the partners are achieving their objectives. Outcomes related to providing continuity may include, for example, data on the immunization of children, the level of family involvement in different care or education programs, children's adjustment to a new care or educational setting, or children's educational progress.

Building an evaluation component into a collaborative effort helps home, school, and community partners continually clarify their objectives and understand both their accomplishments and shortcomings. Information from the evaluation can be used to fine tune services and program operations and to set priorities for action. It also aids in communicating about the collaborative services to key organizations such as government agencies and private foundations.

EVALUATION

Continuity for children from birth through age eight and their families is facilitated by documentation and reporting of processes, operations, and outcomes that are used to refine and/or expand home, school, and community linkages.

Indicator #1	Home, school, and community partners document processes, operations, and outcomes regarding continuity of services for children and families.
Indicator #2	Home, school, and community partners refine their efforts based on self-assessment and analyses of processes, operations and outcomes.
Indicator #3	Policies exist that support ongoing evaluation activities.
Indicator #4	Home, school, and community partners disseminate information about processes, operations, and outcomes to decision makers and the broader community.
Indicator #5	Home, school, and community partners participate in staff development on evaluating program processes, operations and outcomes.

EVALUATION

Continuity for children from birth through age eight and their families is facilitated by documentation and reporting of processes, operations, and outcomes that are used to refine and/or expand home, school, and community linkages.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
1. Home, school, and community partners document processes, operations, and outcomes regarding continuity of services for children and families.	Home, school, and community partners do not keep records nor share any information about continuity of services.	Information is documented and shared informally on a periodic basis.	Home, school, and community partners document processes, operations, and outcomes regularly. A formal reporting procedure is in place and information is shared regularly.
2. Home, school, and community partners refine their efforts based on self-assessment and analysis of processes, operations and outcomes.	There is no process of self-assessment or evaluation.	Home, school, and community partners occasionally set aside time to discuss program needs. Few changes are made to their work plans.	Home, school, and community partners regularly conduct self-assessments and data analyses. Revisions to their work plans are made based on their findings.
3. Policies exist that support ongoing evaluation activities.	No policies exist to support evaluation activities.	The organizations with which individual partners are associated have policies that support evaluation activities.	The organizations with which individual partners are associated have policies that support *joint* evaluation activities.

EVALUATION

Continuity for children from birth through age eight and their families is facilitated by documentation and reporting of processes, operations, and outcomes that are used to refine and/or expand home, school, and community linkages.

INDICATOR	LEVEL 1	LEVEL 3	LEVEL 5
4. Home, school, and community partners disseminate information about process, operations, and outcomes to decision makers and the broader community.	Evaluation reports are not disseminated.	Evaluation reports are occasionally disseminated to decision makers and the broader community.	Evaluation reports are disseminated regularly to decision makers and the broader community. Follow-up meetings are conducted to gather feedback on the continuity of services for children and families.
5. Home, school, and community partners participate in staff development on evaluating program outcomes, processes, and operations.	No staff development is provided about evaluation activities.	Some staff development is provided about evaluation activities.	Staff development is provided to all partners to ensure a common understanding of evaluation activities.

GLOSSARY

Note: This glossary will be completed at a later date.

ELEMENT 1: Shared Leadership and Decision Making

ELEMENT 2: Comprehensive and Integrated Services for Children and Their Families

ELEMENT 3: Education, Involvement, and Empowerment of Families

ELEMENT 4: Sensitivity to Home Culture and Home Language

- **Classroom contexts**:
- **Classroom curriculum**:
- **Classroom organization**:
- **Conflict resolution**:
- **Culturally appropriate**:
- **Cultural frames**:
- **Families**: the group of people, parents, grandparents, guardians, or any adult who is responsible for raising the child.
- **Gender expectations**:

ELEMENT 4: Sensitivity to Home Culture and Home Language (cont.)

- **Home culture**:
- **Home language**:
- **Interaction contexts**:
- **Key concepts**:
- **Learning styles**:

ELEMENT 5: Communication

- **Care/education:**
- **Service settings:** includes health services, parent education, transportation services, child care, etc.

ELEMENT 6: Joint Staff Development

ELEMENT 7: Developmentally Appropriate Practice

Activity areas: Also called interest areas or learning centers, these are collections of materials focused on a topic, subject, or activity area, such as art, writing, block construction, dramatic play, discovery, etc. Effective areas have clear boundaries but are not rigid; that is, children are permitted the opportunity to combine materials across areas and to move freely between areas to follow their interests. FROM: Berry, C. & Mindes, G. (1993).

Age-appropriate: See developmentally appropriate

ELEMENT 7: Developmentally Appropriate Practice (cont.)

Appropriate, authentic assessment: An assessment of what the teacher actually wants students to be able to do or understand. Assessment occurs in the context of normal classroom involvement and reflects the actual learning experience. Portfolios, journals, observations, taped readings, videotapes, and conferences are examples. The tasks are frequently open-ended and judgment is required to evaluate the level of performance. FROM: AASA (1992)

Child-initiated, hands-on learning: Occurs when children have many opportunities to initiate their own purposeful activities and take responsibility for completing them. The adults' role is to help children as they make decisions, rather than making decisions for them. FROM: *High Scope Resource Magazine*, 1987.

Cooperative learning: An extensively researched instructional method in which students are heterogeneously grouped to produce academic and social gains. Students are individually accountable for their learning, yet also experience a sense of interdependency for the success of their group. FROM: AASA (1992)

Developmentally appropriate: This concept has two dimensions:

(1) age appropriateness: human development research indicates universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development - physical, emotional, social, cognitive, and aesthetic. Knowledge of the typical development of children within the age span served by an educational program provides a framework for teachers to use when preparing the learning environment and planning appropriate experiences.

(2) individual appropriateness: each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family/cultural background. The curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and their experiences with materials, ideas, and people. When these experiences match the child's developing abilities, and also challenge the child's interest and understanding, learning will take place. FROM: Connecticut State Department of Education, (1990).

Individualized: See developmentally appropriate.

Integrated curriculum: cutting across subject matter lines to bring together various curricular content areas in a meaningful and true-to-life association. Theme study is a technique for integrating curricula, but not all integrated curricula revolve around a theme. Whole language and writing across the curriculum are examples of integrated approaches that may or may not involve a thematic approach. FROM: AASA *(1992).*

ELEMENT 7: Developmentally Appropriate Practice (cont.)

Portfolios: a purposeful collection of student work that exhibits to the student (and/or others) the student's efforts, progress or achievement in (a) given area(s). This collection must include:

- student participation in selection of portfolio content
- the criteria for selection
- evidence of student self-reflection

FROM: Arter, (1990)

A collection of a child's work which demonstrates the child's efforts, progress and achievements over time. Accumulation of a portfolio involves the child and the teacher as they compile the materials, discuss them, and make instructional decisions. FROM: Meisels & Steele, (1991).

Standardized test: An instrument composed of empirically selected items that have definite instructions for use, adequately determined norms, and data reliability and validity. FROM: NAEYC (1988).

ELEMENT 8: Evaluation

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ELEMENT 1: Shared Leadership and Decision Making

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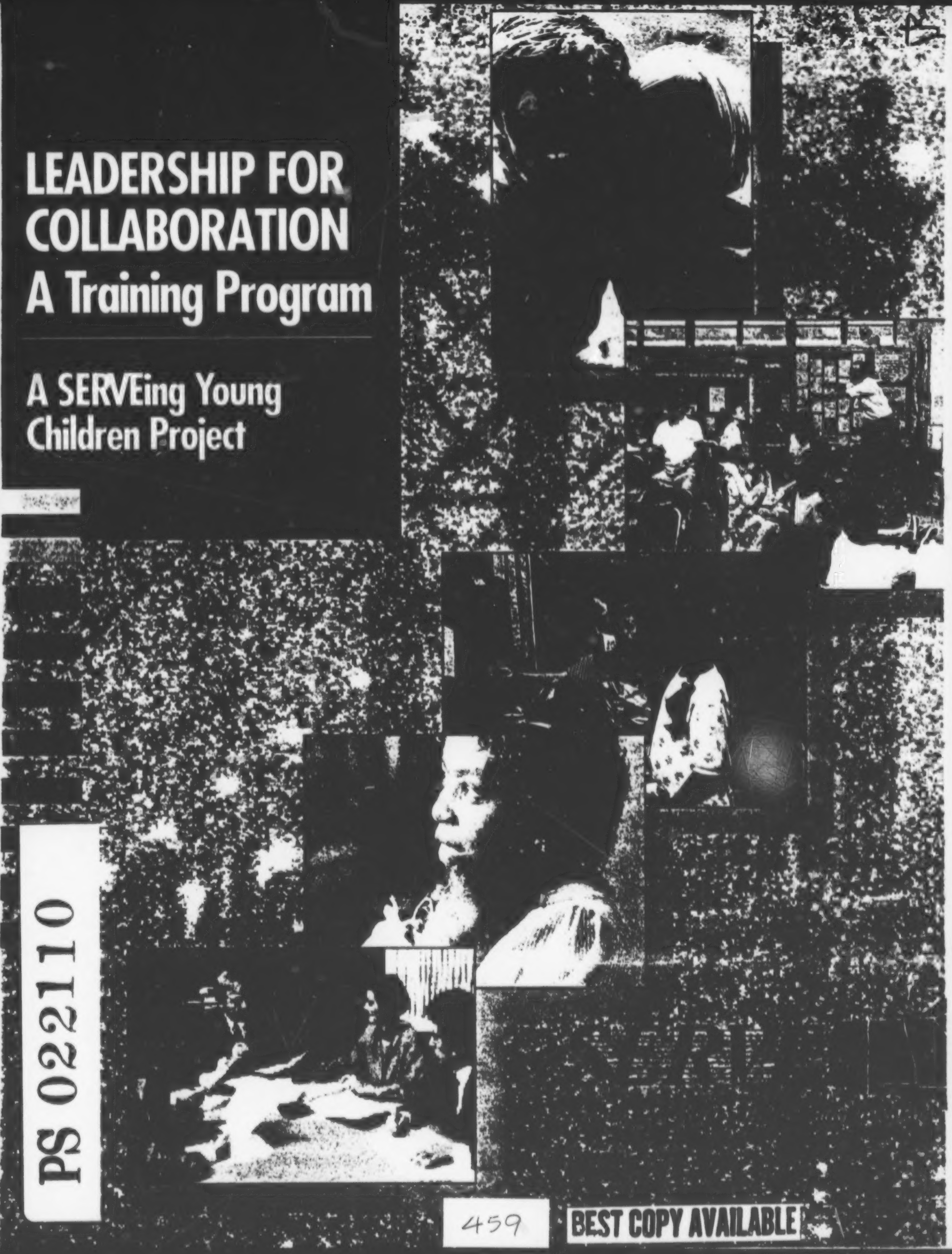
LEADERSHIP FOR COLLABORATION
A Training Program

A SERVEing Young Children Project



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Leadership for Collaboration

Trainer's Manual

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A project of

SERVE
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Check it Out ☑

Prior to Workshop

- ☐Establish workshop dates and times
- ☐Send flyers/invitations/registration information
- ☐Select and contract meeting site
- ☐Chart Agenda (adjust as needed)
- ☐Obtain materials
    - ☐workbooks
    - ☐chart pads and markers
    - ☐masking tape
    - ☐audio/visual equipment
    - ☐name tags and table tents
    - ☐pens, pencils, and scissors
    - ☐activity materials
- ☐Prepare needed charts
- ☐Check for refreshments
- ☐Obtain participant list if possible

Day of Workshop

- ☐Arrange room setting for maximum group participation
- ☐Make welcome sign
- ☐Check room temperature, make arrangements for adjustments
- ☐Locate a visible clock or appoint a timekeeper

Techniques to Add Punch and Promise to your Training Delivery

Your presentation will have more impact if you practice these tips for power, persuasion, and purpose:

1. Start with a promise. Nothing grabs an audience's attention like a promise.

2. Dress a little better—a little better than you think the audience expects. It shows respect for your audience, and we all like to be respected.

3. Be yourself. It's enough having to remember the key points of a presentation without confusing yourself by using a false personality. Be at ease with yourself and relax.

4. Focus as much on the audience as on the course content. We often forget the audience because we're too wrapped up in content.

5. Don't be notebound. Reading too many notes eliminates important eye contact with participants and creates the impression you don't know your material.

6. Good eye contact can't be stressed enough. Focus on one eye at a time. Otherwise you'll be focusing on noses. A three-to-five-second contact is effective. And make eye contact with the entire audience randomly, rather than on a controlled and systematic basis.

7. Forget you, remember them. Be "other-conscious" rather than self-conscious. Why do they need this information? Why are they important? Think about ways to serve your audience as you present, and you'll begin to lose some of that self awareness.

8. Listen to hear, not to appease—especially when trainees ask questions during a presentation and when you mingle during breaks.

9. Greet people at the door. Have the room materials prepared in advance so you can focus on your participants as they arrive.

10. Know names. Take the time to learn people's names. Scan the list of attendees in advance. With larger groups (or groups of any size that don't know one another) use name tags. Incorporate using their names into your presentation.

11. Make yourself available before and after sessions and during breaks.

12. Start and end on time. You'll enhance your reputation by leaps and bounds.

13. Keep agreements. If you promise something to participants, follow through.

14. Remember the power of praise. William James, a Harvard psychologist, said it best: "The greatest need of any human being is the need for recognition."

Source: Lakewood Publications, "Creative Training Techniques."

Training Information

TRAINING MATERIALS CHECKLIST

_____ Sample Agenda

_____ Charts

_____ Overheads

_____ Certificate

_____ Feedback Form

_____ Companion Materials
- *Passages* videotape
- Publications: *Together We Can, Interagency Collaboration, Resource Booklet on Transitions,* and *Sharing Success in the Southeast: Promising Programs in Preschool-to-School Transition*

NOTES TO THE TRAINER

You will need 8–10 hours of actual training time. (See the suggested sample agendas).

The Modules are designed as "stand–alones" but the training program should be presented to a group in its entirety for greatest effectiveness.

Time allotments are approximate and are suggested for your information in planning only. Depending on the amount of time provided for activities and interaction, times may vary greatly. Trainers should adjust the time allotments based on the needs of the group. Trainers should also feel free to reorganize or adapt the material as needed.

Program Overview: Day One

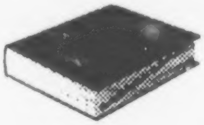
WHAT and HOW	MATERIALS	Page	Time
◆ WORKSHOP WELCOME • Welcome the participants • Review logistics (restrooms, etc.) • Check to be sure all have name tags, name tents, manuals, etc.	Materials Needed: Name tags Name tents Training materials		2
◆ INTRODUCTIONS • Introduce yourself. Ask participants to introduce themselves and share their name, position, and agency and do an introduction activity such as the following: Ask participants to check their person, purse, briefcase for an item that "speaks" about who they are and share it with the group. Optional: Ask participants to share something unique about themselves that no one in the group knows. NOTE: Be sure the introductions are fast-paced and interactive.	Materials Needed: as the activity requires		15
◆ PERCEPTION SHARING • Place four sets of chart paper on walls of meeting room, each set having a question at the top as listed below. Provide colored markers for participants to record their responses.	Materials Needed: 4 sets of chart paper with questions on them Markers *Chart*		20

WHAT and HOW	MATERIALS	Page	Time
Specific Questions: 1. Why collaborate? 2. What is collaboration? 3. What are the barriers to collaboration? 4. What do you hope to learn from this workshop? • Divide participants into 4 small groups. Groups rotate around the room "carousel-style," reacting to each question and recording comments. • Ask each person to record as many comments as they wish on the poster for each question. • Allow 3-5 minutes per chart station, then signal the group to move to the next chart. • After all groups have had an opportunity to react to all charts, move the charts to the front of the room. Review briefly. Ask if there are additional comments or clarifications. NOTE: The first three questions are embedded in the content of the program; therefore, discussion should be limited to clarification at this point. The chart of expectations, however, should be reviewed last and in detail.			

WHAT and HOW	MATERIALS	Page	Time
◆ ABOUT THE PROGRAM • Give program background. **Suggested Script:** *This program was developed by SERVE to fill a growing need for educational leaders and organizations to develop and improve collaborative skills. The training grew out of the work of the SERVEing Young Children program. It was developed to help others learn a process (system) for serving the community.*			2
◆ TABLE OF CONTENTS • Review Table of Contents.		iii	1
◆ PURPOSE AND OBJECTIVES • Review Purpose and Objectives. • Ask if there are any questions or comments. • Reflect on expectations from the Perception Gathering chart generated earlier.	Materials Needed: Overhead #1 Expectations chart *Overhead #1* *CHART*	2	2
◆ WHO SHOULD PARTICIPATE? • Review suggestions for Who Should Participate? • Ask for suggestions or comments from other teams who should participate.		3	1

WHAT and HOW	MATERIALS	Page	Time
◆ **ROLES** • **Show overhead #2. Introduce and review each role described. Discuss the importance of establishing clear roles for all team members.** **Suggested Script:** *In a collaborative, participating members may serve the group in a variety of roles. Roles will define the functions that each member will contribute to the team effort. Later in the program, we will discuss "roles" from several perspectives. For the purpose of this workshop, we have established "roles" as described on p. 4 of your workbook. Throughout the workshop, you may fill any of the roles listed. In particular, I will need assistance to record group input on charts—I'd like to rotate this role among the group—are there any of you who would feel comfortable charting for the group later? We'll discuss the other roles as they emerge in the program.* • **Seek agreement on general description of "roles."** • **Identify a few participants who are willing to serve in the role of recorder for the group.**	**Materials Needed:** **Overhead #2** ***Overhead #2***	**4** 📄 **4**	**4**
◆ **GROUND RULES** • **Introduce concept of "team" ground rules.**	**Materials Needed:** **Blank charts** **Markers** ***CHART***		**10**

WHAT and HOW	MATERIALS	Page	Time
Suggested Script: *If you were to join a sports team or play a board game with friends, what is the first thing you would need to do?*			
• **Review Ground Rules and text.**			
• **Seek agreement that establishing a set of mutual ground rules is an important first-step for all group interactions.**			
Suggested Script: *Please look at p. 5, reflect for a minute or two on what sort of rules you feel are important to guide our behaviors as we conduct this workshop, and jot down a few.*		📄 5	
• **Clarify tasks if necessary. Share examples if needed.**			
NOTE: Sample ground rules are: **— Respect all participants and their contributions** **— Honor time limits** **— Everyone participates, no one dominates** **— No "war stories"** **— Stay on task**			
• **Facilitate the group in developing ground rules. Ask a volunteer to record on a chart.**	*CHART*		
• **Seek agreement to use ground rules during the workshop.**			

WHAT and HOW	MATERIALS	Page	Time
♦ **AGENDA** • Introduce and review program agenda. Clarify if needed. • Seek agreement on time lines.	***CHART***	6	2
♦ **USE OF THE MANUAL** • Review the format and module sections of the manual. • Note the sections on Appendices, etc.			1
♦ **REFLECT AND WRITE** • Ask participants to think about the material covered in this section and jot down any reflections or things that have been learned. **NOTE: This activity will be at the end of each module and will help participants to assimilate information. It will not be necessary to discuss and process this after the first time. Encourage participants to use this as a tool to reinforce learning.**	✍	7	2
BREAK⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒			10
• Proceed with Module I following the Overview.			
NOTE: Do plus (+), minus (-) and ah-ha (!) chart at the end of Day One.	***CHART***		

Program Overview: Day Two

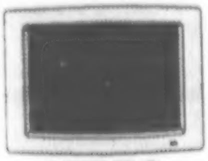
WHAT and HOW	MATERIALS	Page	Time
◆ **REVIEW AND WARM-UP** • Welcome participants to the second day of the workshop. • Review the "plusses," "minuses," and "ah-has" from the first day and explain how they have been addressed. • Select a creative activity as a warm-up and energizer. • After the activity, review the "expectations" chart. Ask participants which expectations have been met so far and which should be highlighted for the remainder of the training. • Refer to the "Leadership" model chart and point out where we are in the process. • Following the Day Two Overview, proceed with the next module.	Materials Needed: Warm-up activity; Wall chart or overhead of "Leadership" model; "Plusses, Minuses, and Ah-has" chart from Day One; "Expectations" chart from Perception Gathering activity *CHARTS*		2

Module I: Introduction

WHAT and HOW	MATERIALS	Page	Time
♦ PURPOSE AND OBJECTIVES • Ask participants to read/review the Purpose and Objectives for Module I. Clarify/comment if needed	**Materials Needed**: Overhead #3 *Overhead #3*	10	1
♦ THINGS TO CONSIDER • Review Things to Consider. Clarify/comment if needed. **NOTE: It is not necessary to process or discuss Things to Consider at great length after Module 1. Explain that the purpose is to focus thinking on the content of the module.**		11	1
♦ DEFINITIONS AND TERMS • Ask participants to review terms. Highlight those which might be confusing: (i.e., collaborative—used as an adjective and a noun; vision and mission; linkages, continuity, and transitions) • Clarify/comment if needed.		12-13	2

WHAT and HOW	MATERIALS	Page	Time
◆ **WAGNER FAMILY**	**Materials Needed:** **Blank charts** **Markers**	📄	**15**
• **Ask participants to read the story of the Wagner family in *Interagency Collaboration*.**	📖	**14-15**	
• **Following the reading, select a recorder and have participants chart their responses to the question, "What wasn't working for the Wagners?"**	*CHART*		
• Introduce Activity 1.	*Wagner Story Activity 1*	**16**	
• **Ask participants to answer questions individually (2-3 minutes) then discuss as a group. Point out that services are presently** **—Crisis oriented,** **—Categorized, or** **—Lacking functional communication, and educators are unable to craft solutions.**			
• **Ask:** *What other examples can you share in which lack of interaction between/among agencies makes your jobs, others' jobs, family life, service delivery, etc., more difficult?*			
◆ **SETTING THE STAGE FOR COLLABORATION**	**Materials Needed:** **"Why Collaborate?" chart**	📄 **17-18**	**5**
• **Refer participants to the text.**			
• **Review/discuss briefly the "Why collaborate?" chart from the Perception Sharing activity.**	*CHART*		

WHAT and HOW	MATERIALS	Page	Time
♦ **WHY IS COLLABORATION NECESSARY?** • **Show Hodgkinson's demographic overheads as evidence for why collaboration is vital. (The South is poor, has high crime, diverse culture, high teen pregnancy, single–parent families, etc.)** **Suggested Script:** *In order to provide more coordinated services, many schools and agencies are finding ways to work together to help families like the Wagners. In doing so, those elements which contribute to continuity are being identified.* **NOTE: Collaboration is a way to create opportunities.**	**Materials Needed:** **Hodgkinson overheads #4-10** ***Overheads #4-10***		**5**
♦ **CONTINUITY ELEMENTS** • **Introduce the Eight Elements of Continuity.** • **Review/discuss briefly. Refer to the *Continuity Elements* at the back of the workbook, and give some information about their development.** **Suggested Script:** *This document was developed by the regional education laboratory network from their work with early childhood educators across the nation.*	**Materials Needed:** **Overhead #11** ***Overhead #11***	**19** 📄	**20**

WHAT and HOW	MATERIALS	Page	Time
◆ **PASSAGES videotape** • **Introduce and show the PASSAGES videotape.** **Suggested Script:** *Let's think back to the Wagner family for a minute. We have all known families like them. Now, we're going to look at a videotape that will show ways that some groups from our region have successfully dealt with these problems. The videotape will also demonstrate the Eight Elements of Continuity we just discussed.* **NOTE: Depending on time and interest, show as much of the 32-minute videotape as you wish.** • **Discuss briefly using the Videotape Review form in Appendix B.**	**Materials Needed:** **Videotape** **Videotape Review Sheet**  **VIDEO**	📄 **137**	**35**
◆ **WHAT IS COLLABORATION?** • **Refer to the "What is collaboration?" chart. Encourage participants to discuss their perceptions.** • **Review text.**	**Materials Needed:** **Wall chart "What is collaboration?" from Perception Sharing activity** **Overheads #12-15** ***CHART***	**20-21** 📄	**25**

WHAT and HOW	MATERIALS	Page	Time
Suggested Script: *There are three ways agencies work together. They are shown in a continuum on p. 21.* • **Review the Model of Continuum of Inter-Organizational Efforts and Definitions of Cooperation, Coordination, and Collaboration using overheads #12-15.** **Suggested discussion questions:** *Can you think of an example of each of these relationships?* *In your example, why do you think that type of relationship was chosen?* *What are the advantages and disadvantages of each type of relationship?* *What criteria would you use to decide to form a collaborative relationship?* **NOTE: Collaboration is not always possible nor desirable. Wherever you are on the continuum is o.k.**	***Overheads #12-15***		
◆ CRITICAL FEATURES • **Introduce the "Critical Features" on p. 22. Discuss each briefly.**	**Materials Needed:** **Overhead #16** ***Overhead #16***	📄 22	20

WHAT and HOW	MATERIALS	Page	Time
• **Present and discuss features as they relate to** **—Cooperation,** **—Coordination, and** **—Collaboration**			
• **Compare and contrast using the charts on pp. 23-25.**		📄 **23-25**	
• **Divide the group into teams. Ask each team to select a** **—Facilitator,** **—Recorder, and** **—Critical observer.**	*Activity 2*	**26**	
Suggested Script: *Using the comparison graphs on pp. 23-25, please work through the activity worksheet on p. 26. You will need to think about a group or the team with which you work. Discuss within your teams why you describe your group's activity as cooperation, coordination, or collaboration based on specifics related to the Critical Features.*			
• **After teams have discussed for a few minutes, report briefly to the full group.**			
• **After all groups have reported out, ask the critical observer to report on the process used within the group.**			
NOTE: To avoid too much duplication, take only a few comments from each observer.			

WHAT and HOW	MATERIALS	Page	Time
• **FRAMEWORK FOR SUCCESS** • **Introduce Framework for Success** **Suggested Script:** *Now we will look at two models: one which will graphically represent the concept of the collaborative process and one which will illustrate the structure of the Leadership for Collaboration training program. The first is the five-stage process for change from 'Together We Can,' a publication of the U.S. Department of Education. Let's review each of the stages.* **NOTE: Remind the participants that they received the publication in their training package.**	**Materials Needed: Overheads #17-18; Wall chart of Five Stage Process; Wall chart of Leadership for Collaboration**	**27**	**10**
• **Review the Five-Stage Process for Realizing the Vision.** • **Show overhead #17 and discuss each stage (refer to chart on wall of "spiral").** • **Summarize the process steps as the outline of this program and as an overall guide for establishing a collaborative.**	***Overhead #17*** ***and*** ***CHART***	**28-29**	
• **Introduce the Leadership for Collaboration model and show overhead #18.** • **Highlight that this program has incorporated the steps of the "Five-Stages" within the framework. There is an evaluation at each stage and a step to celebrate success, etc.**	***Overhead #18***	**30-32**	

WHAT and HOW	MATERIALS	Page	Time
Suggested Script: *This next model both illustrates a process sequence for collaboration and shows the modules of the rest of this training program. We have posted a chart showing these models and will refer to it as we move through the training.* • **Review the explanation of the Leadership for Collaboration model. Discuss how the shapes of the model are indicative of the activities at each step of the process.**			
♦ REFLECT AND WRITE • **Ask participants to jot down major things learned from this module.**	✍	33	1
BREAK⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒			**10**

Module II: Getting Started

WHAT and HOW	MATERIALS	Page	Time
◆ PURPOSE AND OBJECTIVES • Present and review the Purpose and Objectives. • Refer to the Leadership for Collaboration model and point out the Getting Started Module. • Clarify if needed.	Materials Needed: Overhead #19; Wall chart of "Leadership" model; Overhead #18 (Optional) *Overhead #19* *Overhead #18*	36	2
◆ THINGS TO CONSIDER • Review Things to Consider. • Clarify if needed.		37	2
◆ THE CATALYST • Introduce the concept of "Catalyst" and review the characteristics of the catalyst role. • Highlight that, in some instances, it is not a single person who is the catalyst but often a small energetic committee or group. • Introduce Activity 3. Ask the participants to individually review the questions listed in Activity 3, then break into teams to discuss their individual collaborative efforts and the role of the catalyst.	*Activity 3*	38 39	15

WHAT and HOW	MATERIALS	Page	Time
- **After 5 minutes of small-group activity, discuss with the full group.** **Suggested discussion questions:** *Why do you feel it is important to understand the role of catalyst?* *Have you ever been in a group or project without a catalyst? What happened?* *How will you use this knowledge to ensure the success of your project?*			
◆ THE PLAYERS - **Refer to the text on p. 40. Clarify the terms "players" and "stakeholders".** - **Identify a recorder to chart a list of stakeholders. (Refer to the Wagner story and generate a list of stakeholders from that example.)** **Alternate Activity:** **Ask the group to generate an issue/topic and brainstorm a list of stakeholders involved in this topic.**	**Materials Needed:** **Blank chart** **Markers** *CHART*	📄 **40**	5
Suggested script: *A stakeholder is anyone who is affected by the group's work, can support or move forward the work of the team, or could block the success of the work of the group.*			

WHAT and HOW	MATERIALS	Page	Time
NOTE: Not all stakeholders will need to be participating members or "players" in the collaborative; however, their needs and perspectives should be considered. (Children are stakeholders.) In a true collaborative, ALL partners or "players" will make a commitment to share resources and responsibilities. • Leave the chart on display for later.			
◆ WORKING AS A TEAM	Materials Needed: Overheads #20-23; Wall chart of "Leadership" model	41	20
• Show overhead #20.	*Overhead #20*		
• Review the Laws of Organizational Change from p. 41. Note that even though the laws are humorous, they are meaningful.		📄 41	
• Show overhead #21 and review the Stages of Team Development on pp. 42-45.	*Overhead #21*	📄 42-45	
• Ask participants to review and contrast the "Feelings" and "Behaviors" at each stage.			
• Show overhead #22 and review each stage of team development and the tasks/activities of each stage. Note: a fifth step, Termination, is added on p. 45.	*Overhead #22*		

WHAT and HOW	MATERIALS	Page	Time
• **Review "major" messages on p. 45.**		📄	
• **Ask teams to identify where they would place themselves on the wheel.**		**45**	
• **Relate and contrast stages with the Leadership for Collaboration model.**			
• **As a team, review and complete the Best Team Activity on p. 46.**	***ACTIVITY 4***	📄 **46**	
• **Show overhead #23 (What Makes a Good Team) and discuss.**	***Overhead #23***		
◆FIRST STEPS FOR COLLABORATION	**Materials Needed**: **Overheads #24-25**	**47-48**	**5**
• **Review and discuss each step.** **—Sharing Perceptions** **—Making Commitment** **—Articulating the Vision**	***Overhead #24***		
• **Ask:** *Why do you think the steps are presented in this order?*			

WHAT and HOW	MATERIALS	Page	Time
- **Introduce and define "VISION."** **Suggested Script:** *A group VISION is an agreement on the overall direction of the work of the team. It provides the framework for development of the team's MISSION and Goals and Objectives. The VISION will serve as a 'yardstick' of comparison for the team's plans and actions to assure alignment with the long–term outcomes as well as the day–to–day activities of the team. The VISION should be constantly displayed and re-visited often.* - **Seek agreement on the use of the term VISION for the purposes of the workshop.** - **Ask a few participants to share any experiences they have had in writing VISION statements and discuss.** **Suggested Script:** *Writing a VISION statement is an initial step for creating focus within the group and is crucial for building buy-in or commitment to the work of the collaborative.* - **Refer to Appendix C for more information on vision.**	*Overhead #25*	🗎 **143**	
◆ **PROCESSING FOR VISION**	**Materials Needed:** **Blank chart** **Markers** ***CHART***	**49**	**15**

WHAT and HOW	MATERIALS	Page	Time
• Introduce Activity 5 on p. 49. Divide the group into teams. Have each team select members to act as a —Facilitator, —Recorder, and —Critical observer.	*Activity 5*	📄 49	
• Ask each team to describe and chart any process they may have used to write VISION statements.	*CHART*		
NOTE: There are several effective processes for drafting a VISION statement. What is important is that a group agrees on a systematic way to involve as many stakeholders and team members as possible.			
• Clarify the task if needed. Circulate among the groups and ask open-ended questions.			
• Ask each group to report out briefly.			
• After all groups report, ask the critical observers to briefly comment/provide feedback on the process used within the small group to complete its task.			
♦ REFLECT AND WRITE		50	2
• Ask participants to jot down the major things they have learned from this module.	✍		
LUNCH ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒			60

WHAT and HOW	MATERIALS	Page	Time
◆ **CREATIVE ACTIVITY** • **Select an activity to energize the group after lunch.** **SUGGESTION: Working Machine**		📄 **119**	**10**

Module III: Building the Team

WHAT and HOW	MATERIALS	Page	Time
◆ **PURPOSE AND OBJECTIVES** • **Present, review, and clarify the Purpose and Objectives.** • **Refer to the "Leadership" model and point out Building the Team.** **NOTE: Module III is lengthy and is divided into several parts that can be arranged as needed to meet the needs of the group.**	**Materials Needed: Overhead #26** ***Overhead #26***	**52**	**1**
◆ **THINGS TO CONSIDER** • **Review Things to Consider.**		**53**	**1**
◆ **DRAFTING A MISSION STATEMENT** • **Introduce the concept of mission statements on p. 54.** • **Compare and contrast Mission vs. Vision. See definitions on page 13 of the Participant Workbook.**	**Materials Needed: Overheads #27-28** **Blank charts** **Markers** ***CHART***	**54** 📄	**20**

WHAT and HOW	MATERIALS	Page	Time
• Review the guidelines for developing a mission statement.	*Overhead #27*	54	
NOTE: Point out that involvement of the whole team is critical during development of the mission statement. This mission statement drives the work of the collaborative.			
• Introduce Activity 6.	*Activity 6*	55	
• Ask each participant to individually reflect on the three-part mission statement worksheet on p. 55 and write a draft statement which might work for a collaborative.	✍		
• After participants complete the worksheet divide them into pairs. Have pairs select roles and chart their work.	*CHART*		
• Introduce Principles for Effective Teamwork.		56-57	
• Show overhead #28 to guide the work as a team develops.	*Overhead #28*		
• Ask each pair to take a few minutes to compare their first draft and adjust the language of the statement to reflect an agreement. As the pair groups finish, (about 2 minutes) combine two pair groups and repeat the compare, adjust, and agree process with groups of four, fulfilling roles in each group.			

WHAT and HOW	MATERIALS	Page	Time
NOTE: Remind the group that this is a practice activity and the wording need not be perfect, although there should be an agreement on the basic wording. Concentrate on the process. **Optional: If time permits, continue combining groups until they form one large group. Seek agreement from the entire group to one Mission statement for the workshop group.** • **Debrief activity.** *Did everyone feel they had a chance to give input into the final product?* *Were there any "sticking points" in the process? If so, when? How were they resolved?* *Did it become more difficult to reach agreement in a larger group?* *Can you identify some of the strategies you used to resolve differences?* *How do you think you might apply this process with your own individual teams?* • **Refer to Appendix D for more information on missions.**		📄 **147**	

WHAT and HOW	MATERIALS	Page	Time
◆ UNDERSTANDING THE COMMUNITY AND THE TEAM	Materials Needed: Ground Rules chart; Local newspapers	58	30
• Introduce Assessing the Community.			
NOTE: It is important to know your community before you begin to work together and make decisions. It may be necessary to conduct surveys, hold town meetings, conduct focus groups, etc., to gather data.			
• Highlight that the actions and plans of the team should be driven by data that documents the needs of the community and member partners and reflects the stated mission of the collaborative.	*CHART*		
Suggested Script: *It is important that the collaborative fully understand the community it serves, the needs of the member partners, and the needs of its clients in order to best meet those needs. An assessment of the community should be conducted systematically. There are many needs assessment surveys available, and each collaborative will need to decide which one might work best for its situation.*			
• Ask participants how they presently assess the community.			
• Refer to local newspapers as a community assessment tool.			
• Refer to the continuity elements document as a needs assessment tool.		📄	

WHAT and HOW	MATERIALS	Page	Time
Optional Activity: **Break up into groups and conduct a mock needs assessment by using the newspapers. Share results, thoughts, and perceptions.**			
Suggested Script: *There are some general questions listed on p. 58 that can guide the team in selecting the appropriate instrument.*		📄 **58**	
- **See Appendix E for more information on specific needs assessment instruments.**		📄 **153**	
- **Introduce Setting Goals and Objectives on p. 59.**		📄 **59**	
- **Highlight that these goals and objectives are developed from the data derived from assessment and reflect the vision and mission.**			
Suggested Script: *Look at the activity at the bottom of p. 59. As a team, write at least one goal statement and two to three objectives to attain that goal. Concentrate on the process the group uses to do this work.*	✍	📄 **59**	
- **Introduce Team Members and Their Functions on pp. 60-61.**		**60-61**	
- **Revisit the concept of roles and discuss functions for team members. Differentiate between the two.**			
NOTE: There may be some overlap.			

WHAT and HOW	MATERIALS	Page	Time
Suggested Script: *Earlier, we talked about the roles we would share during this workshop. Now we are going to look at functions the team or collaborative can fulfill. Remember that team members function as individuals and also as members of the collaborative. It is important that the team have good balance. You can help determine the degree of balance by analyzing the skills of team members.*			
• **Review the list of specific functions. Clarify if needed.**			
• **Introduce Activity 7.**	*Activity 7*	**62**	
• **Ask participants to first individually assess themselves, and then their team members on the ten functions listed using a scale of 1 (rarely) to 5 (always). After a minute or two, discuss.**			
Suggested Script: *Is there one function in particular that is most comfortable for you? Look back at p. 4 in the Overview where workshop participant roles are discussed. Do those relate to the functions? Now, working in pairs, please spend the next few minutes discussing the activity on p. 62. This worksheet is a good way to begin the planning process for a meeting.*		📄 **4**	
• **Debrief and discuss with the full group. Refer back to Principles for Effective Teamwork and discuss briefly.**		📄 **56**	

WHAT and HOW	MATERIALS	Page	Time
• Refer to the Guidelines for Effective Meetings text on p. 63.		🗎	
• Review the components of an effective meeting. Highlight the need to prepare and circulate an agenda ahead of meeting time, the importance of clarifying roles of meeting attendees, and the value of reviewing and evaluating the close of the meeting. Point out that the roles of timekeeper and gatekeeper have not been discussed, but may be necessary roles for an effective meeting. Other roles may be added as needed.		**63-64**	
NOTE: Effective meeting planning is the key to having a productive team meeting.			
• Review the information on Setting Ground Rules on p. 65.		🗎 **65**	
• Highlight that setting ground rules is an important part of a working team and might help guide the work of a collaborative team.			
• Look on p. 65 and contrast "decisions which are needed" with the workshop ground rules.			
Suggested Discussion Questions: *Have you generated ground rules with your teams in the past?* *What process did you use?* *Were the ground rules effective?* *Were the ground rules enforced?*			

WHAT and HOW	MATERIALS	Page	Time
• **Introduce Activity 8 as a way to think about your team and your work together.**	*ACTIVITY 8*	**66-67**	
• **Ask participants to complete steps A, B, and C.**			
• **Review directions. Highlight in step A, the third part, how describing the "gaps" can lead to identifying targeted outcomes or needed results of the team's work. In step B, you are looking for all those who are impacted by this issue and for ways to provide positive outcomes for all. There should be no losers. In step C, the list refers to those stakeholders who might also participate as partners in the collaborative and to the resources they might bring.**			
NOTE: In the "resources" section, some stakeholders may only be able to contribute meeting space, equipment or refreshments initially. Any contribution shows commitment.			
• **Report out from the teams and discuss briefly.**			
• **Ask participants:** *How could you use this activity with your collaborative team?*			
BREAK⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒			**10**

WHAT and HOW	MATERIALS	Page	
◆ **BUILDING COLLABORATIVE SKILLS**	**Materials Needed**: Chart drawing of a brick foundation; Blank charts and markers; Overhead #29	68	10
• Introduce the concept that building collaborative skills is like building a strong foundation. Use the chart of a brick foundation.	*CHART*		
• Highlight that the foundations for collaboration are trust and rapport, effective decision making, and open communication.			
• Present and discuss Key Aspects of Trust and Rapport Building on pp. 68-69		📄	
• Discuss trust-building activities used by participants in the past.		68-69	
Optional Activity: Break into small groups. On 5" x 8" cards, write any additional activities that could be shared with the workshop group. This might be an opportunity to demonstrate the collaborative tool "brainwriting."			
• Introduce Decision Making.		📄	
• Highlight the need to plan for an effective decision-making process and reach agreement on how decisions will be made.		70-71	

WHAT and HOW	MATERIALS	Page	Time
• Discuss different decision-making methods the participants have used or have seen used. Ask them to give examples. Record the examples on charts and discuss the advantages and/or disadvantages of each. Reference the examples on p. 71.	*CHART*	71	
• Discuss the five important characteristics of effective decisions on p. 72.		📄 72	
• Introduce Open Communication.		73	
• Discuss the "Do and Don't" model.	*Overhead #29*		
• Ask participants for other suggestions to build a safe environment to encourage open communication.			
♦ TOOLS FOR COLLABORATION	Materials Needed: Overhead #30	74	5
• Introduce Tools for Collaboration. Differentiate between Skills (trust and rapport, decision making, communication) and Tools.	*Overhead #30*		
• Highlight the importance of naming a variety of tools to use and knowing when to use a particular tool.			
• Refer to pp. 74-76. Ask participants if they are familiar with or have used each tool. If a participant questions a tool, ask if any other participant can explain. If not, then explain and discuss. Model the use of these tools during training.	*ACTIVITY 9*	📄 74-76	

WHAT and HOW	MATERIALS	Page	Time
• Ask participants to name a situation in which one of these tools could be appropriately applied. Encourage participants to take notes (in the space provided) on tool use.			
Optional Activity: Make a poster of these tools and tally as the group uses a tool. This will encourage their use and experimenting with using new tools.			
• Demonstrate "Fist-to-Five" or "Brainwriting" if time permits.			
• Refer to Appendix F, Team Building and Collaboration, for more information on tools.		📄 157	
◆ BARRIERS AND STRATEGIES	Materials Needed: Blank chart paper; Markers; Overheads #31-32; Wall chart on "What are the barriers to collaboration?"	77-78	20
• Introduce the concept of identifying Barriers and Strategies for Success on p. 77.	*Overhead #31*		
• Refer to the Perception Gathering wall chart on "Barriers." Brainstorm strategies to this list of barriers and record on charts.	*CHART*		
• Review Land Mines to Avoid on p. 78.		78	
• Ask participants how they might deal with each of these behaviors.			

WHAT and HOW	MATERIALS	Page	Time
• **Introduce Activity 10. Ask participants to work in teams. When they are finished, have them share any comments they wish with the whole group.**	***Activity 10***	**79**	
• **Introduce Sabotaging Behaviors and relate them to the team functions mentioned previously on pp. 60-61. Note that these sabotaging behaviors are the negative functions.**	***Overhead #32***	**80** 📄 **60-61**	
• **Refer to Appendix G for more information on barriers and strategies.**		📄 **167**	
♦ **CONFLICT RESOLUTION**	**Materials Needed:** **Blank charts** **Markers**	📄	**15**
• **Refer participants to pp. 81-82 and discuss briefly.**		**81-82**	
Suggested Script: *Conflict is a natural consequence of collaboration and is not necessarily bad. Often, the way in which we handle conflict is the problem. On pp. 81-82 are some positive strategies for addressing conflict that will build, rather than erode, positive working relationships.*			
• **Introduce Activity 11. Ask participants to work in teams and be prepared to report out. Allow 5 minutes.**	***Activity 11***	**83**	
• **Select a recorder and chart the group's work. Note the similarities in team responses.**	***CHART***		

WHAT and HOW	MATERIALS	Page	Time
• Ask participants to share how they deal with "us vs. them" situations in their work. **NOTE:** Participants may want to discuss the "Good Old Boy" network and other groups they identify in their work. To bring this activity to closure, write "For Kids" in big letters on chart paper. Ask if there is anyone on the "us vs. them" activity sheet that is not for kids. Point out that it is more important to focus on what we all do "For Kids," and to work together on behalf of kids. • Show overhead #33 on resistance. Explain that resistance may cause or be the result of conflict. Discuss the positives and negatives of resistance. • Ask participants to describe ways in which they have dealt with conflict successfully.	*CHART* *Overhead #33*		
◆ REFLECT AND WRITE • Ask participants to think of key things they have learned, and jot them down for later reference.	✍	84	1

WHAT and HOW	MATERIALS	Page	Time
♦ **SESSION REVIEW AND CLOSE** • Ask participants to reflect on the entire day of training and identify the things that worked (the "plusses"), the things that could be changed (the "minuses"), and the things they have learned (the "ah-has"). • Highlight the importance of gathering feedback for continuous quality improvement. • Highlight this activity as a needed component of all meetings. • Highlight the need to respond to this list by continuing the "plusses" and seeking ways to make the suggested changes.	**Materials Needed:** "Plusses, minuses and ah-has" chart; Markers *CHART*		2

Module IV: Action Planning

WHAT and HOW	MATERIALS	Page	Time
◆ PURPOSE AND OBJECTIVES • **Review the Purpose and Objectives and clarify if needed.**	**Materials Needed:** Overhead #34 ***Overhead #34***	**86**	**1**
◆ THINGS TO CONSIDER **NOTE: The emphasis has shifted from the "how-to" aspects of planning to the "who-will"—i.e., who will take responsibility to ensure that the job is done.**		**87**	**1**
◆ PLANNING THE WORK • **Introduce action planning and discuss the need for teams to make specific, agreed-upon plans.** **Suggested Script:** *Action plans are basically task analyses that break down larger goals and objectives into the component tasks and establish responsibility and accountability. There are several action planning forms (see **Appendix H, p. 171**); however, all include the basic **list of tasks, who's responsible**, and **timetable for when the task must be completed.***	**Materials Needed:** Overhead #35 ***Overhead #35***	**88-89** 📄 **171**	**2**

WHAT and HOW	MATERIALS	Page	Time
◆ **FORMALIZING PARTNERSHIP AGREEMENTS**		90	15
NOTE: Agreements are sometimes called "Memorandum of Understanding".			
• Review points to "keep in mind."		📄 177	
• Refer to Appendix I for Partnership Agreement forms. Encourage participants to look at the responsibilities of each partner.			
• Introduce the Action Planning activity on p. 91.	*ACTIVITY 12*	91	
• Divide the group into teams. Ask each team to select a project to use as a planning activity. The first step is to brainstorm or "brainwrite" all possible tasks that must be considered in order to complete the project. Each team should have a facilitator, recorder, and critical observer.			
NOTE: The project selected by the team should be specific enough so that the steps or tasks are easily identified, but not so narrow in scope that there are too few tasks involved. Examples are **World Hunger is too global,** **Reading a book is too narrow,** **Planning a meeting is a good project, and** **Raising money is a good project.**			
• Remind the participants to concentrate on the group process they need for developing a plan.			

WHAT and HOW	MATERIALS	Page	Time
• **When each team has completed a practice action plan, have the recorder report out to the group. The critical observer should comment on the group process.**			
◆ REFLECT AND WRITE • **Ask participants to reflect on the material presented in this module and jot down a few comments.**	✍	92	1
BREAK⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒			10

Module V: Implementation

WHAT and HOW	MATERIALS	Page	Time
♦ **PURPOSE AND OBJECTIVES**	**Materials Needed:** **Overhead #36;** **Wall chart of "Leadership" model**	**94**	**1**
• **Review the Purpose and Objectives for Module V.**	***Overhead #36***		
• **Refer to the "Leadership" model**	***CHART***		
♦ **THINGS TO CONSIDER**		**95**	**1**
• **Review Things to Consider and clarify as needed.**			
♦ **TAKING ACTION**	**Materials Needed:** **Overheads #37-38**	**96-97**	**5**
• **Review the strategies listed on p. 96. Ask:** *What are some things you would do to implement your action plan?* **Then show overhead #37.**	***Overhead #37***		
• **Review the benefits of each strategy.**			
• **Refer back to Guidelines for Effective Meetings as you discuss strategies.**		📄	
• **Ask the group for their perceptions of other potential benefits.**		**63-64**	
• **Review the system components. Ask:** *How will you sustain momentum?* **Show overhead #38.**	***Overhead #38***	**97**	

WHAT and HOW	MATERIALS	Page	Time
• Ask participants to reflect on the values listed for each component. • Discuss briefly. Ask what techniques they find effective for maintaining momentum within their teams. NOTE: Point out that sometimes an external evaluation (third party) is helpful.			
◆ CONDUCTING ONGOING EVALUATION • Introduce and review the concept of systematic, continuous evaluation. • Ask the participants to reflect on this training and name any form of evaluation. Suggested Script: *As we have gone through this training, we have constantly evaluated our efforts. What were some techniques you observed or used in the past two days?*	Materials Needed: Overheads #39-40	98	10
• Ask participants what types of evaluation they have used with their teams. How was the evaluation designed? • Define Outcome-Based Evaluation and review the suggested questions to ask on p. 98.	*Overhead #39*	98	

WHAT and HOW	MATERIALS	Page	Time
NOTE: The outcomes or end results of the teams' work plans should be tied to goals and should be measured. This kind of evaluation is focused on content. It should answer questions like ***How many parents attended?*** ***How many more students attended after-school care?*** ***How many children scored at grade level?***			
• Contrast a System-Based Evaluation with outcome evaluation.	*Overhead #40*		
• Review the suggested questions to ask on p. 99.		99	
NOTE: System evaluation looks at the effectiveness of the process used to achieve the teams' outcomes. It should answer questions like ***What changes did administrators make because of the new system?*** ***How well are resources being used?*** ***What kind of policies are in place to support your work?*** ***How are staffing patterns working?***			

WHAT and HOW	MATERIALS	Page	Time
• **Review the tools for collecting data and relate them to the data source on p. 100.**		**100**	
• **Ask participants if they have used other methods:** *What were the most effective methods?* *What were the least effective?*			
NOTE: An Advisory Council is often an effective tool for collecting data.			
• **Refer to Appendix J for examples of instruments.**		🗎 **191**	
◆ PUBLIC AWARENESS PLAN	**Materials Needed:** **Chart with a familiar logo;** **Overhead #41;** **Blank chart and markers;** **Assorted materials**	**101**	**30**
• **Introduce the need for marketing the work of the team to gain buy-in from others.**	***Overhead #41***		
• **Draw a logo such as "Just Say No," Handicapped parking signs, Men and Women Restroom signs on chart paper.**	***CHART***		
• **Review the suggested steps 1-4 on p. 103 and discuss.**		**103**	
• **Highlight the need for developing buy-in to gain commitment.**			
• **Appoint a recorder. Discuss and chart ideas for making the community aware of the work of the collaborative and gaining greater support. Ask:** *What are some ways to market your collaborative?*	***CHART***		

WHAT and HOW	MATERIALS	Page	Time
• Introduce Activity 13.	*ACTIVITY 13*	102	
• Ask each participant to think of the kinds of symbols that represent the mission of their team. Tell them they will have 2 minutes to think.			
• Then divide into teams. Ask for a volunteer to serve as — Facilitator, — Recorder, and — Critical observer.			
The teams should compare their individual ideas for "logos" and work together to come up with a logo that the team can agree represents their work. The recorder will draw the team logo on chart paper. (Give each team several different colors of markers and construction paper as well as scissors, tape, and anything else that might encourage creativity.)	*CHART*		
• Ask the team to *plan* together for 5 minutes *before* they touch the materials. Then give them 5 minutes to work.			
Debrief the activity by asking each team: — *What process did you use to gather the ideas from all members?* (Critical Observer should report.) — *How did you decide which design to use?* — *Did a leader or catalyst emerge during this activity?* — *Explain the meaning of your team's logo.* (Recorder should report.)			

WHAT and HOW	MATERIALS	Page	Time
◆ **REFLECT AND WRITE** • **Ask participants to reflect on the material covered in this module and jot down a few key things that have been learned.**	✍	**103**	**1**
BREAK ⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒			**10**

Module VI: Building Capacity

WHAT and HOW	MATERIALS	Page	Time
◆ **PURPOSE AND OBJECTIVES**	**Materials Needed:** **Chart of "Leadership" model;** **Overhead #42**	**106**	**1**
• **Review the purpose of capacity building and the objectives of this module.**	***Overhead #42***		
• **Clarify if needed.**			
• **Refer to the "Leadership" model.**			
◆ **THINGS TO CONSIDER**		**107**	**1**
• **Review the questions on Things to Consider. Clarify if needed.**			
◆ **REACHING OUT**		**108-109**	**5**
• **Introduce the concept of the institutionalization of new skills and work styles.**			
• **Refer back to Who Does What on our Team on p. 62. Ask:** *Does your team need new skills or working styles? Do you need someone to create policy?*		📄 **62**	
• **Ask:** *What is capacity–building?*			
• **Review the three levels and the skills related to personal development on the bottom of p. 108.**		**108**	

WHAT and HOW	MATERIALS	Page	Time
• Review skills related to organizational development on p. 109.		109	
• Review collaborative strategies and discuss.		109	
• Show overhead #43.	*Overhead #43*		
◆ CREATING POLICY		110	2
• Introduce the need for an established governance structure.			
• Review the questions to ask about a governance system.			
◆ EMPOWERING THE SYSTEM	Materials Needed: Overheads #44-45	111	10
• Review the key indicators of probable institutionalization and show overheads #44-45.	*Overhead #44-45*		
• Clarify as needed.			
• Introduce Activity 14 on building capacity.	*ACTIVITY 14*	112-113	
• Divide the group into pairs. Direct them to individually work through the activity in the workbook, but encourage them to collaborate with their partner for ideas and input.			
• After most pairs have completed the activity, discuss with all groups.			
• Highlight Section B and share strategies for building capacity.		113	

WHAT and HOW	MATERIALS	Page	Time
◆ **REFLECT AND WRITE**	**Materials Needed:** **"Expectations" chart from Perception Sharing**	**114**	**10**
• **Ask participants to reflect on the material covered in this module and jot down a few key things that have been learned.**	✍		
• **Ask participants to review the expectations chart to assure that all expectations have been met. If any expectations have not been met, discuss briefly how they might be dealt with by the participants.**	***CHART***		
• **Ask participants to reflect on the entire program and all key things learned. Suggest they review the "reflect and write" pages at the end of each module.**			
• **Pass out the "Feedback" form and ask participants to complete it. Allow as much time as needed.**			
• **Ask:** *How will you translate your "learnings" into action?*			
• **Ask:** *Can you make a commitment to implement these actions?—By when?*			
• **Ask participants to complete the activity sheet on page 115.**	***ACTIVITY 15***	**115**	
• **Ask if anyone is willing to share something from this list with the group.**			

WHAT and HOW	MATERIALS	Page	Time
• **Show "Winners and Losers" overhead #46 and congratulate participants on being winners.** ♦ **Thank participants for their participation in the workshop.** **NOTE: The participants' job now is to go back and make children and families the heart of their community.**	***Overhead #46***		
♦ **CLOSING ACTIVITY (You may suggest that participants plan their own ceremony.)** • **Give each participant a 5" x 8" card. Ask them to write their name in the top right corner of the card and pass the card to their right. Continue passing until the card has moved around a bit. (Participants may use tent cards instead.)** • **Ask participants to stop and look at the name of the person on the card and write a positive adjective or two that describes that person.** • **Pass the card to the right and reflect and write about that person. Continue passing and writing until all cards have 4 or 5 comments.** • **Return the card to the owner. Workshop trainers can deliver the workshop certificate to participants with a handshake as they read the participant's card.**			10

WHAT and HOW	MATERIALS	Page	Time
Optional: **Put certificates on the table in front of participants while they are passing the individual cards. When each card has 4 or 5 comments, ask participants to stop. Then ask all participants, at the same time, to find the person on the card, shake their hand, read them their comments, and give them the card.**			

Training Materials

Program Agenda

DAY ONE **8:30 A.M. - 4:30 P.M.**

8:30-9:30 a.m.
Welcome and Introductions

9:30 a.m.-12:00 noon
Overview and Module I

12:00 noon - 1:00 p.m.
LUNCH

1:00 p.m. - 4:30 p.m.
Modules II and III

DAY TWO **8:30 A.M.-12:30 P.M.**

8:30 a.m. - 9:00 a.m.
Warm-Up

9:00 a.m. - 12:00 noon
Modules IV, V, and VI

12:00 noon - 12:30 p.m.
Closing Celebration

Program Agenda — Leadership for Collaboration

DAY ONE

8:00 - 9:00 a.m.

Registration and Coffee

9:00 - 9:30 a.m.

General Session
Welcome and Introductions

9:30 - 10:30 a.m.

Training Session: Leadership for Collaboration
Overview and Module 1

10:30 Break

10:45 - Noon

Training Session: Leadership for Collaboration
Modules 1, 2, 3

12:00 - 1:30 p.m.

Lunch

1:30 - 3:00 p.m.

Training Session: Leadership for Collaboration
Modules 1, 2, 3

3:00 p.m. Break

3:15 - 4:00 p.m.

Training Session: Leadership for Collaboration
(Module 3 Continued)

Dinner on your own

DAY TWO

8:00 - 10:00 a.m.

Training Session - Leadership for Collaboration
Modules 3, 4, 5

10:00 a.m. Break

10:15 - Noon

Training Session: Leadership for Collaboration
Modules 3, 4, 5

12:00 - 1:15 p.m.

Lunch

1:15 - 4:00 p.m.

Training Session: Leadership for Collaboration
Modules 5, 6

Wrap-up

Why collaborate?

What is collaboration?

SERVE
SouthEastern Regional Vision for Education

What are the barriers to collaboration?

What are your expectations for this training?

Ground Rules

Eight Elements of Continuity . . .

1. Developmentally appropriate and culturally sensitive curriculum, instruction, and assessment.

2. Communication and collaboration.

3. Comprehensive, integrated services.

4. A systematic process of program evaluation and improvement.

5. Shared leadership and responsibility for decision making.

6. Personal and professional development.

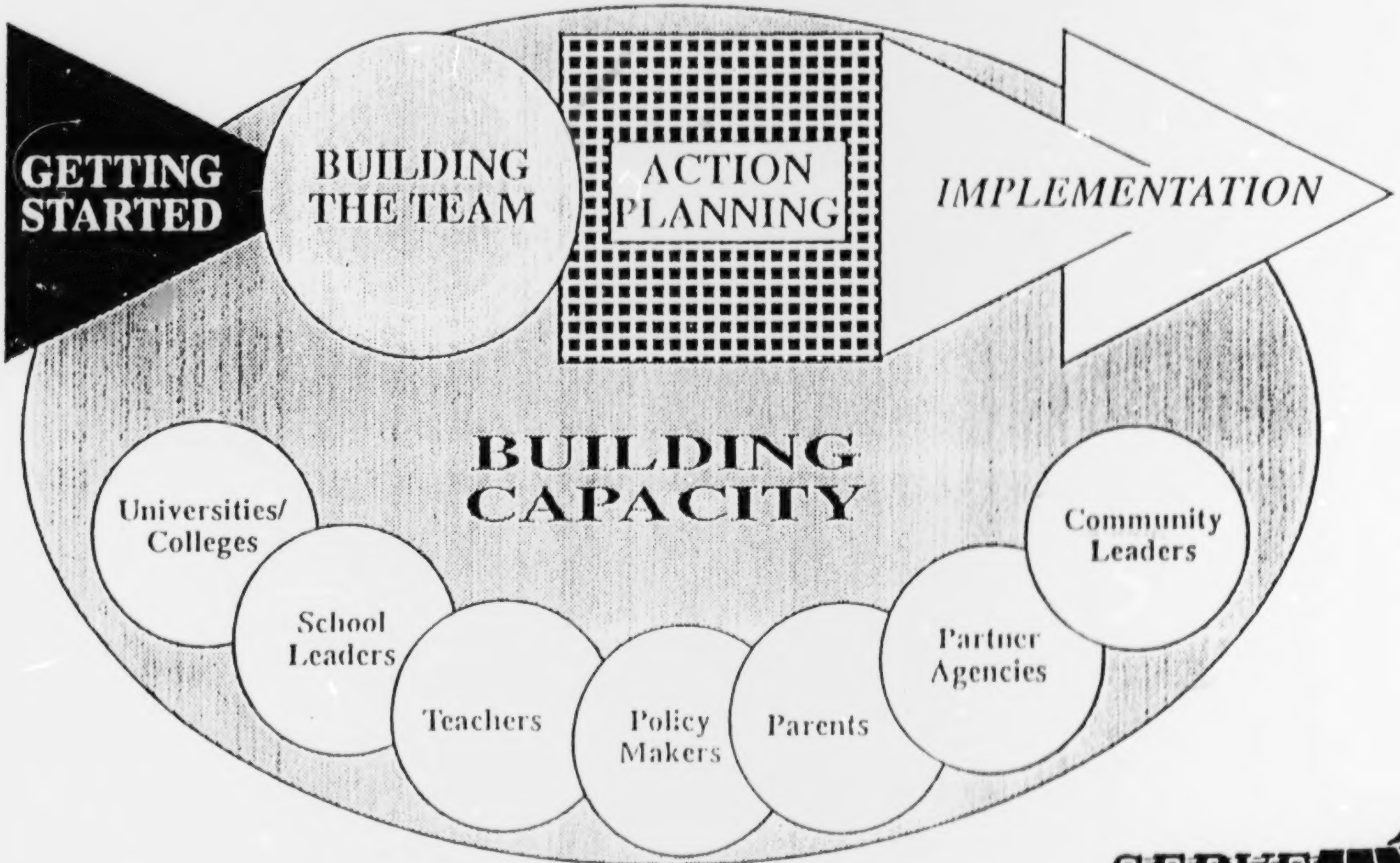
7. Sensitivity to home culture and home language.

8. Education, empowerment, and involvement of families.

TOOLS for COLLABORATION

Active Listening	
Brainstorming	
Brainwriting	
Clarifying Roles	
Fist to Five	
Getting Consensus	
Ground Rules	
Group Problem Solving	
Nominal Group Techniques	
Perception Gathering	
Process Agreements	
Recording on Charts	

LEADERSHIP FOR COLLABORATION



GETTING STARTED

BUILDING THE TEAM

ACTION PLANNING

IMPLEMENTATION

BUILDING CAPACITY

Universities/ Colleges

School Leaders

Teachers

Policy Makers

Parents

Partner Agencies

Community Leaders

SERVE

SouthEastern Regional Vision for Education

This is to certify that

____

has successfully completed the

LEADERSHIP for COLLABORATION Training Workshop

____
Date

____
Facilitator

SERVE
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SERVE
SERVEING YOUNG CHILDREN
FEEDBACK FORM

Section I

Please indicate the extent to which you agree with each of the following statements (SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree)

As a result of this training seminar, I believe that I:

	SA	A	D	SD
1. have a better understanding of what collaboration is and why it is important;	☐	☐	☐	☐
2. am better able to identify a process for establishing collaborative relationships;	☐	☐	☐	☐
3. am better able to set up and conduct collaborative projects;	☐	☐	☐	☐
4. am better able to identify appropriate team members and their targeted team roles and responsibilities;	☐	☐	☐	☐
5. am better able to effectively utilize individual team members' talents and contributions;	☐	☐	☐	☐
6. am better able to develop collaborative action plans;	☐	☐	☐	☐
7. am better able to ensure successful implementation and evaluation of a team's collaborative efforts;	☐	☐	☐	☐
8. am better able to align collective resources in an effort to maximize their impact;	☐	☐	☐	☐
9. am better able to identify barriers to collaboration and strategies for overcoming them.	☐	☐	☐	☐

Section II

Please rate the following in terms of the seminar **as a whole** and, where applicable, provide suggestions for improvements.

10. How would you rate this training seminar in terms of the **quality of the information presented?** (*please check one*)

	***Suggestions for improvements**
☐ Extremely useful	
☐ Somewhat useful	
☐ Slightly useful	
☐ Not very useful	
☐ Not at all useful	

11. How would you rate this training seminar in terms of the **delivery and presentation styles of the facilitators?** (*please check one*)

	***Suggestions for improvements**
☐ Extremely effective	
☐ Somewhat effective	
☐ Slightly effective	
☐ Not very effective	
☐ Not at all effective	

12. How would you rate this training seminar in terms of the **scope and sequence of the concepts?** (*please check one*)

	***Suggestions for improvements**
☐ Extremely effective	
☐ Somewhat effective	
☐ Slightly effective	
☐ Not very effective	
☐ Not at all effective	

13. How would you rate this training seminar in terms of the **delivery method of the content?** *(please check one)*

	***Suggestions for improvements**
☐ Extremely effective	
☐ Somewhat effective	
☐ Slightly effective	
☐ Not very effective	
☐ Not at all effective	

14. How would you rate this training seminar in terms of the **application of the content skills to a "real world" setting?** *(please check one)*

	***Suggestions for improvements**
☐ Extremely effective	
☐ Somewhat effective	
☐ Slightly effective	
☐ Not very effective	
☐ Not at all effective	

Section III

Please rate the following components of the seminar **as a whole**.

	Excellent	**Good**	**Fair**	**Poor**
15. Training location	☐	☐	☐	☐
16. Facilities	☐	☐	☐	☐
17. Training schedule	☐	☐	☐	☐

Thank you very much for your assistance!!

-1/7/94

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